# ACADEMIC CATALOG

## 2014-2015

LYNN
UNIVERSITY

# 2014-2015

# Academic Catalog

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

**Equal Opportunity Policy**

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

Lynn University administers all human resource policies and practices, including recruitment, advertising, hiring, selection for training, compensation, promotion, discipline, and termination, without regard to race, color, religion, sex, sexual orientation, age, national origin, ancestry, citizenship, disability, pregnancy, genetic disposition, veteran or military status, marital status, familial status or any other legally protected characteristic in accordance with federal and Florida State law.

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

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# Academic Calendar 2014-2015

## FALL 2014

### AUGUST

**11 Monday – 22 Friday** Faculty Orientation

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

**20 Wednesday**
Day Undergraduate New International Students Move into Residence Halls.

**21 Thursday**
Day Undergraduate New International Students Transitional Program.

**22 Friday**
Day Undergraduate New Domestic Students Move into Residence Halls. Orientation Begins for All New Students (domestic and International).
Day Graduate Residence Halls open for New Conservatory of Music Students.

**23 Saturday**
Day Undergraduate Residence Halls open for Returning Students.
Day Graduate Residence Halls open for Returning Conservatory of Music Students.
Evening Undergraduate Last day of classes for Summer II term.
Evening Graduate Last day of classes for Summer II term.

**24 Sunday**
Day Undergraduate New Student Welcome Convocation.

**25 Monday**
Day Undergraduate Fall semester (8/25/14 – 12/13/14) classes begin.
Day Graduate Fall semester (8/25/14 – 12/13/14) classes begin.
Evening Undergraduate Fall I term (8/25/14 – 10/18/14) classes begin.
Evening Graduate Fall I term (8/25/14 – 10/18/14) classes begin.

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

### SEPTEMBER

**1 Monday**
Day Undergraduate Labor Day – no classes.
Day Graduate Labor Day – no classes.

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

**2 Tuesday**
Evening Undergraduate Final grades for Summer II term due from faculty no later than noon.
Last day to change course schedule (add/drop) for Fall I term.
Evening Graduate Final grades for Summer II term due from faculty no later than noon.
Last day to change course schedule (add/drop) for Fall I term.

**5 Friday**
Evening Undergraduate Make Up Day for Labor Day, Sept. 1.
Evening Graduate Make Up Day for Labor Day, Sept. 1.

**12 Friday**
Day Undergraduate Last day to submit a Florida Resident Access Grant application to the Office of Student Financial Services.
Evening Undergraduate Last day to submit a Florida Resident Access Grant application to the Office of Student Financial Services.

**30 Tuesday**
Day Undergraduate Honors Convocation
Evening Undergraduate Honors Convocation

### OCTOBER

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

**17 Friday – 18 Saturday**
FAMILIES WEEKEND

**18 Saturday**
Evening Undergraduate Last day of classes for Fall I term.
Evening Graduate Last day of classes for Fall I term.

**20 Monday**
Evening Undergraduate Fall II term (10/20/14 – 12/13/14) classes begin.
Evening Graduate Fall II term (10/20/14 – 12/13/14) classes begin.

**23 Thursday**
Day Undergraduate Advisement and registration for Spring semester begins for all students with 75 or more earned credits.

**27 Monday**
Evening Undergraduate Final grades for Fall I term due by noon.
Last day to change course schedule (add/drop) for Fall II term.
Evening Graduate Final grades for Fall I term due by noon.
Last day to change course schedule (add/drop) for Fall II term.

**28 Tuesday**
Day Undergraduate Advisement and registration for Spring semester begins for all students with 45 or more earned credits.

**31 Friday**
Day Undergraduate Advisement and registration for Spring semester begins for all students with 20 or more earned credits.

### NOVEMBER

**5 Wednesday**
Day Undergraduate Advisement and registration for Spring semester open for all students.

**21 Friday**
Evening Undergraduate Make up day for Thanksgiving Break 11/26
Evening Graduate Make up day for Thanksgiving Break 11/26

**22 Saturday – 30 Sunday**
Day Undergraduate Thanksgiving Break – no classes.

Day Graduate Thanksgiving Break – no classes.

**26 Wednesday – 27 Thursday**
Evening Undergraduate No classes; to be made up 11/21/2014 & 12/5/2014
Evening Graduate No classes; to be made up 11/21/2014 & 12/5/2014

## DECEMBER

**1 Monday**
Day Undergraduate Classes resume for Fall semester.
Spring 2015 semester charges due.
J- term 2015 semester charges due.
Day Graduate Classes resume for Fall semester.

**2 Tuesday** Fall Send Off (for all students graduating in Fall 2014)

**5 Friday**
Day Undergraduate Last day to withdraw from any class for Fall semester and receive a grade of "W."
Day Graduate Last day to withdraw from any class for Fall semester and receive a grade of "W."
Evening Undergraduate Last day to withdraw from any class for Fall II term and receive a grade of "W."
Make up day for Thanksgiving Break 11/27.
Evening Graduate Last day to withdraw from any class for Fall II term and receive a grade of "W."
Make up day for Thanksgiving Break 11/27.

**9 Tuesday – 13 Saturday**
Day Undergraduate Exams.

**13 Saturday**
Day Undergraduate Fall semester ends.
Day Graduate Fall semester ends.
Evening Undergraduate Last day of classes for Fall II term.
Evening Graduate Last day of classes for Fall II term.

**14 Sunday**
Day Undergraduate Residence halls close at noon.

**22 Monday**
Day Undergraduate Final grades for Fall semester due from faculty no later than noon.
Day Graduate Final grades for Fall semester due from faculty no later than noon.
Evening Undergraduate Final grades for Fall II term due from faculty by noon.
Evening Graduate Final grades for Fall II term due from faculty by noon.

# SPRING/SUMMER 2015

## JANUARY

**4 Sunday**
Day Undergraduate Students Return to Campus
Residence halls open at 9 a.m.

**5 Monday**
Day Undergraduate J-Term (1/5/15 – 1/23/15) classes begin.
Evening Undergraduate Spring I term (1/5/15 – 2/28/15) classes begin.
Evening Graduate Spring I term (1/5/15 – 2/28/15) 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.
Evening 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 Financial Services.
Evening Undergraduate Last day to submit a Florida Resident Access Grant application to the Office of Student Financial Services.

**19 Monday** **Martin Luther King Jr. Day – University Closed**
Day Undergraduate No classes.
Day Graduate No classes.
Evening Undergraduate No classes; to be made up Friday, Jan. 23.
Evening Graduate No classes; to be made up Friday, Jan. 23

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

**22 Thursday**
Day Undergraduate Residence Halls open for New Students.

**23 Friday**
Day Undergraduate J-Term ends.
New Student Orientation Begins for All New Students (domestic and international)
Evening Undergraduate Make up day for Jan. 19.
Evening Graduate Make up day for Jan. 19.

**26 Monday**
Day Undergraduate Spring semester (1/26/15 – 5/16/15) classes begin.
Day Graduate Spring semester (1/26/15 – 5/16/15) classes begin.

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

## FEBRUARY

**2 Monday**
Day Undergraduate Final grades forJ-Term due from faculty by noon.

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

**18 Wednesday**
Day Undergraduate Honors Convocation.
Evening Undergraduate Honors Convocation.

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

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

## MARCH

**2 Monday – 6 Friday Spring Break**
Day Undergraduate No classes.
Day Graduate No classes.
Evening Undergraduate No classes.
Evening Graduate No classes.

**9 Monday**
Evening Undergraduate Final grades for Spring I term due by noon.

Spring II term (3/9/15 – 5/2/15) classes begin.
Evening Graduate Final grades for Spring I term due by noon.
Spring II term (3/9/15 – 5/2/15) classes begin.
Day Undergraduate Classes resume for Spring semester.
Day Graduate Classes resume for Spring semester.

**11 Wednesday – 12 Thursday**
Senior Salute (All students graduating in the Spring or Summer must attend)

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

# APRIL

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

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

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

**15 Wednesday**
Day Undergraduate Advisement and registration for Fall semester begins for all students.

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

# MAY

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

**4 Monday**
Evening Undergraduate Summer I term (5/4/2015 – 6/27/2015) classes begin.
Evening Graduate Summer I term (5/4/2015 – 6/27/2015) classes begin.

**8 Friday**
Day Undergraduate Last day to withdraw from any class for the Spring semester and receive a grade of "W."
Day Graduate Last day to withdraw from any class for the Spring semester and receive a grade of "W."

**11 Monday**
Evening Undergraduate Last day to change course schedule for (add/drop) Summer I term.
Final grades for Spring II term due from faculty no later than noon.
Evening Graduate Last day to change course schedule for (add/drop) Summer I term.
Final grades for Spring II term due from faculty no later than noon.

**12 Tuesday – 16 Saturday**
Day Undergraduate Exams.

**15 Friday**
Evening Undergraduate Commencement.
Day Graduate Commencement
Evening Graduate Commencement

**16 Saturday**
Day Undergraduate Commencement.
Spring semester ends.
Day Graduate Spring semester ends.

**17 Sunday**
Day Undergraduate Residence halls close at noon.

**18 Monday**
Day Undergraduate Summer session (5/18/2015 – 6/12/2014) begins.
Day Graduate Summer semester (5/18/15 – 8/7/15) begins.

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

**22 Friday**
Day Graduate Last day to change course schedule (add/drop) for Summer semester.

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

**26 Tuesday**
Day Undergraduate Final Spring semester grades due no later than noon.
Day Graduate Final Spring semester grades due no later than noon.

**29 Friday**
Evening Undergraduate Make Up Day for Monday, May 25.
Evening Graduate Make Up Day for Monday, May 25.

# JUNE

**5 Friday**
Day Undergraduate Last day to withdraw from summer and receive a grade of "W."

**12 Friday**
Day Undergraduate Summer session ends.

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

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

**22 Monday**
Day Undergraduate Final grades for Summer session due from faculty.

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

**29 Monday**
Evening Undergraduate Summer II term (6/29/2015 – 8/22/2015) classes begin.
Evening Graduate Summer II term (6/29/2015 – 8/22/2015) classes begin.

# JULY

**3 Friday University Closed for Independence Day**

**7 Tuesday**
Evening Undergraduate Final grades for Summer I term due from faculty no later than noon.
Last day to change course schedule (add/drop) for Summer II term.
Evening Graduate Final grades for Summer I term due from faculty no later than noon.
Last day to change course schedule (add/drop) for Summer II term.

**31 Friday**
Day Undergraduate Fall 2015 charges due.
Day Graduate Last day to withdraw from any class for Summer semester and receive a grade of "W."

# AUGUST

**7 Friday**
Day Graduate Last day of Summer semester.

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

**17 Monday**
Day Graduate Final Summer grades due from faculty no later than noon.

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

**31 Monday**
Evening Undergraduate Final Summer II grades due from faculty no later than noon.
Evening Graduate Final Summer II grades due from faculty no later than noon.

# Message from President Ross

Dear Student:

Welcome to the 2014-2015 academic year at Lynn University. Our long-held mission is to provide the education, support and environment that enables students to realize their full potential and to prepare for success in the world.

Lynn University has emerged as a center for discourse, and we welcome renowned speakers and thought leaders to our campus each year to engage in important conversations. We also had the honor of hosting the third and final 2012 presidential debate on our campus on October 22, 2012. Additionally, our commitment to facilitating face-to-face, open exchanges of ideas is prominent in our path breaking core curriculum, the Dialogues of Learning.

As part of the Dialogues, we launched the iPad mini initiative, one of the most extensive tablet-based learning efforts in the country. As a result, Lynn was recently recognized as an Apple Distinguished School for our willingness to work with students on how they live and learn today. Each iPad is preloaded with core curriculum iBooks created by our faculty members, and we are proud to have supportive faculty and staff dedicated to the success of our diverse student body.

On February 1, 2006, we launched our 15-year strategic plan, Lynn 2020, in which we clarified our vision to be recognized as one of the most innovative, international and individualized small universities in the country. Our progress under the plan has been incredible, and our university continues to grow physically and in the services we offer our students.

A Lynn education stands apart from all others, and your time here will be filled with dynamic courses, unique learning experiences, and countless opportunities for intellectual and personal growth. By studying at our university, you are making one of the most important investments in your life, your education, and whether you are just beginning your undergraduate career or completing studies for an advanced degree, we are happy to have you as a member of the Lynn family.

I hope you have a wonderful and successful academic year, and please remember that we are all here to support you as you pursue your academic goals.

Sincerely,

Kevin M. Ross

President

Chapter I.

# Overview and Introduction to Lynn University

**General Information**

Lynn University is an independent, innovative college based in Boca Raton, Florida. With more than 2,000 students from 90 countries and nearly all 50 U.S. states, the school is consistently ranked among the top five most international schools by *U.S. News and World Report*'s "Best Colleges." Lynn's NCAA Division II Fighting Knights have won 22 national titles, and its Conservatory of Music features a world-renowned faculty of performers and scholars. The school's Dialogues of Learning curriculum, award-winning iPad program and international student base help Lynn graduates gain the intellectual flexibility and global experience to fulfill their potential in an ever-changing world. For more information, visit www.lynn.edu.

**Academic Programs**

Lynn University is focused on one thing: student success. Our merit-based structure ensures that our professors concentrate on the art of teaching—making good students great and great students remarkable. Lynn undergraduate, graduate and certificate programs emphasize career preparation and intellectual exploration through dialogue and experience. Our flexible degree programs are designed to fit how students learn and live … whether they are embarking on a career path for the very first time, continuing education to fulfill a lifelong dream, or brushing up on skills to become a more valuable employee.

The university is comprised of four colleges—College of Arts and Sciences, College of Business and Management, College of Education, and College of International Communication—plus the School of Aeronautics and the Conservatory of Music. Lynn's Institute for Achievement and Learning offers internationally recognized programs to help students with learning differences become independent learners.

**Location**

Lynn University is located in residential Boca Raton on South Florida's Gold Coast. Geographically, the city and its surroundings are a center of international trade, linking more than 800 multi-national companies that serve the world marketplace. Lynn is surrounded by innumerable hotels, clubs, resorts and professional sports teams, offering incredible opportunities for hospitality management students. The university's location in this hub provides a dynamic medium for educational exchange and learning, including excellent internship opportunities. Boca Raton is located halfway between Palm Beach and Fort Lauderdale and only three miles from the Atlantic Ocean. Accessible from major roadways, Boca Raton is within easy travel distance of three major airports. Nearly 50 percent of Lynn's undergraduate students, including all freshmen, live on campus.

**Mission**

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

**Vision**

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

1. Remain relatively small, with approximately 2,400 undergraduate and 600 graduate students, and 500 or more adults enrolled annually in continuing education courses and institutes. Lynn will also remain a multi-faceted, coeducational, primarily residential university with a small-college atmosphere.
2. Admit a wide array of diverse students, from those with learning differences to the gifted, and those from many countries of the world and states across the nation.
3. Be grounded in the liberal arts but contain a collection of colleges oriented toward emerging professional opportunities, each of which feature superior teaching, applied learning, international focus and experiences.
4. Contain a hallmark student development program that discerns each student's strengths, shortcomings, and special needs and works to develop his or her full capabilities.

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

**History**

When the university was founded in the early 1960s, the campus was surrounded by bean farms, strawberry fields and orchards. Today, the institution has grown to 123 acres in a county of close to 1.37 million residents. The university's South Florida home has become one of the most strategic international gateways to America and an important center of finance, commerce, culture and international trade.

Originally named Marymount College, later the College of Boca Raton, and then renamed Lynn University in 1991, it began as a two-year college from 1962 to 1986. Lynn celebrated the 50th anniversary of its founding in 2012-2013.

Kevin M. Ross became Lynn University's president on July 1, 2006. He succeeded Donald E. Ross, who saved Marymount College from closing, and served as president from 1971 to 2006.

On March 16, 2012, Lynn dedicated the Remembrance Plaza, which was designed to honor the legacies of the four students and two faculty members who died in the 2010 Haiti earthquake while performing community service. Rich in symbolism, the plaza features six prisms shimmering with light and a cascading waterfall. The Keith C. and Elaine Johnson Wold Performing Arts Center opened in spring 2010 and was host to the Oct. 22, 2012 Presidential Debate between Barack Obama and Mitt Romney.

BEATLES

Chapter II.

# Campus Life

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

Student organizations covering a wide range of interests offer the opportunity to develop many talents and skills. By participating in these activities, the student is exposed to situations that challenge initiative and leadership. The Office of Student Life includes the Vice President for Student Life, Dean of Students, Associate Dean for Student Life, Associate Dean of Students, Campus Recreation, Counseling Center, Women's Center, Housing and Residence Life, Health Center, Spiritual and Religious Life, Campus Safety, and Office of Student Involvement. The Office of the Dean of Students provides assistance in securing advice on university-related concerns. The dean is also responsible for maintaining an open line of communication between staff, students and parents.

**Student Involvement**

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

**Campus Recreation**

Students are encouraged to participate in a wide range of intramural programs, including basketball, flag football, soccer, volleyball, kickball, softball, tennis, billiards, ping pong, and others.

**Club Sports**

The university currently offers three club sports; soccer, dance and cheer. Depending on student interest, other club sports such as lacrosse and baseball can be established. Uniforms, coaches and schedules are provided for the club sports teams. Soccer competes in a club sports league. There is a club sports fee for each student who chooses to participate in a club sport.

**Residence Halls**

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

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

**Room and Board Schedules**

Day Division full-time undergraduate resident students are required to be on a meal plan. The Elmore Dining Commons is open 24/7, and all residential students have unlimited meals as part of their assigned meal plan.

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

**Counseling Center**

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

**Health Center**

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

Every student living on campus is required to submit a complete immunization record before being allowed to enroll.

Residential students:
The following health documentation will be required for all students residing on campus: Health History and Authorization for Treatment forms, physical exam within past 12 months, and a record or waiver of immunizations for: MMR (2 doses), Meningococcal Meningitis, and Hepatitis B.

Non-residential students:
Health forms will not be required at the time of enrollment for students not residing on campus. However, those students will be required to sign a Health History, Authorization for Treatment and any immunization exemption forms if/when seen in the Health Center for medical treatment.

The university assumes no financial responsibility for medical services performed other than the university nurse's official services, nor does it pay any hospitalization costs, including deductibles.

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

If a student requires medication on a regular basis, he or she is advised to establish a relationship with a local pharmacy. Parents or guardians may be contacted by the university in cases involving students who are transported to the hospital.

**Insurance**

All students are required to carry medical insurance. 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 Office of Student Financial Services.

**Medical/Mental Health Emergency Policy**

The purpose of this policy is to ensure that all Lynn University students with mental health or physical needs receive timely assessment and access to appropriate services. In the event that a student suffers a medical or mental health emergency, this policy defines the course of action for the student. A serious medical or mental health 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 mental health issue that poses a serious threat to the well-being of a student or to the campus community.

When a student experiences serious medical or mental health problems while enrolled at Lynn University, he or she may request to take a voluntary medical leave of absence. The medical/ mental health leave of absence must be presented to, and approved by the Dean of Students or his or her designee. Appropriate written verification of the student's medical/mental health issue must accompany the student's request for a voluntary medical/mental health leave of absence. 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 Readmission Requirements outlined below.

Similarly, the university reserves the right to require a student to take a medical/mental health leave of absence if, in the judgment of the Dean of Students or his or her designee, the student: a) poses a threat to the lives or safety of himself or herself or other members of the Lynn University campus; b) has a medical or mental health 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/ mental health 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 mental health 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 mental health 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. 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.

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

Once all required documentation is provided, 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. During the period of readmission consideration, the student may be required to permit the Dean of Students or his or her designee to communicate with the student's health care provider. The purpose of this communication will be to gather additional information pertaining to the student's readiness to return to the rigors of academic life. If the student is permitted to return, the university may at that time set forth special conditions or requirements, such as meetings with the Dean of Students or other university medical/professional personnel to monitor the student's progress. In addition, the student may be required to establish an ongoing professional relationship with Counseling Center or Health Center staff. The decision to allow a student to return from a medical leave of absence may be reversed if the student fails to abide by the special conditions for return or if the student fails to be a responsible member of the Lynn University community.

**Substance Abuse**

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

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

**Substance Abuse Prevention Program**

The university recognizes the problems that exist in today's society with regard to alcohol and substance abuse. As such, alcohol and substance abuse literature, counseling and referral

services are available through the Counseling Center. Lynn University is in compliance with the Drug-Free Workplace Act.

## General Student Life Regulations and Policies

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

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

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

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

**Automobiles**

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

**Dismissal**

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

**Property Damage Responsibility**

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

**Public Access to the University Campus**

Individuals wishing to enter the campus of this private institution for the purpose of meeting or visiting with students, faculty or staff must check in at a security gate and state their business on campus. This includes the news media and anyone who may have business with students, faculty or staff members.

After 11 p.m., only currently enrolled students with a Lynn University ID card will be allowed to enter or remain on campus. Students are allowed guests and must assume full responsibility for their guests. All student guests must present a photo ID. This policy is intended to safeguard the privacy of the university community and to help ensure a safe and secure campus environment.

**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, lacrosse, golf and tennis, and women's golf, soccer, basketball, tennis, volleyball, swimming, cross country and softball.

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

**Student-Athlete Substance Abuse Prevention Policy**

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

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

Chapter III.

# Lynn University Campus

Lynn University's picturesque 123-acre campus is landscaped with a variety of tropical and semi-tropical plants and trees. Five lakes reflect the natural beauty of the setting and enhance the harmonious design of the architecture.

**Campus Resources**

The **Ronald and Kathleen Assaf Academic Center** provides classrooms, science labs and art studios. Rooms in this two-story structure open onto a scenic courtyard and the Sensormatic Wing. Faculty offices are located on both floors of the building.

The **Central Energy Plant**, adjacent to the de Hoernle Sports and Cultural Center, provides chilled water to the entire campus for the university's air conditioning needs. The two-story building, dedicated in February 2014, utilizes reclaimed water (IRIS) in its cooling tower system, dramatically reducing potable water consumption and supporting Lynn's Going Green initiatives. Color-coded piping in the plant aids in educating visitors on the different systems in the building, which include sewer, water, electric power, chemical supply and building controls.

The **Count and Countess de Hoernle International Center** is home to the Conservatory of Music. The 35,000-square-foot center comprises two wings, the Doyle Wing and the Gordon and Mary Henke Wing, as well as the Amarnick-Goldstein Concert Hall; the Benjamin Olewine III Culinary Institute and John and Barbara Fox Laboratory Kitchen.

The **Louis and Anne Green Center for the Expressive Arts** includes the Institute for Achievement and Learning, Student Financial 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 **Hannifan Center for Career Connections**, located in the Eugene M. and Christine E. Lynn Library, provides comprehensive career services to all enrolled students and alumni of Lynn University free of charge. Career Services aims 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 center 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 center directly at 561-237-7286.

The **International Business Center** is the home of the College of Business and Management. This 32,000-square-foot facility includes 10 classrooms, 10 study rooms, an Idea Lab, Investment Center and 32 staff and faculty offices. The center features state-of-the-art technology for video-conferencing and collaborative spaces that complement the teaching pedagogies at Lynn. The flexible design allows for efficient and effective styles of teaching and learning. Focused study and group study as well as traditional classroom learning promote the values of entrepreneurship in global business. The building is the first Leadership in Energy and Environmental Design (LEED) Platinum certified building on campus. This is the highest level of certification awarded by the United States Green Building Council (USGBC).

The **Eugene M. and Christine E. Lynn Library**, completed in 1996, is the center of Lynn's academic community with many resources and services that support learning.

Resources include a collection of about 80,000 physical items including books, journals, magazines, CDs and music scores. The library also has a collection of over 5,000 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 86,000 e-journal titles, biographies, reference books, statistics, images and more is accessible through the library website. The library also has more than 141,000 e-books that are accessible via the Web.

The library has 112 computer workstations for student use and features wireless access throughout the building. The music library has two computer workstations equipped with a MIDI ready keyboard for music composition. The Perper Coffee House, located just inside the main entrance to the right, is open seven days a week and offers a variety of refreshments and snacks.

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 Eugene M. and Christine E. Lynn College of International Communication, The Center for Instructional Innovation, and the IT Help Desk.

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

The **Lynn Student Center** includes Christine's, as well as the Elmore Dining Commons, Landgren Chapel, auditorium, the Office of Residence Life and Housing, and the Office of Student Involvement offices and student meeting room.

The **Landgren Chapel** is dedicated to the memory of Harold and Agnes Landgren. Liturgy is celebrated at 12:05 p.m. Monday through Friday and at 7 p.m. on Sundays. The chapel is available for all faiths and denominations that find the space appropriate for their use.

The **Perper Plaza**, named for Mary and Harold Perper, is located in the front courtyard of the Lynn Student Center, and serves as a gathering place for students, staff and faculty.

The **Lynn University Remembrance Plaza** honors the legacies of the four students and two faculty members who died in the 2010 earthquake in Haiti while performing community service. Dedicated in March 2012, the memorial is a place of contemplation, hope and inspiration for the campus community. It features a continuous, cascading waterfall, a free-flowing water curtain, prisms shimmering with light, a wall of iridescent imported granite, a viewing platform overlooking the lake, an embedded fragment of the Hotel Montana where our students and faculty were at the time of the earthquake, memorial plaques, and benches for reflection and meditation.

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 **Benjamin Olewine III Preserve** is a 11.59-acre pine scrub preserve. One of the oldest plant communities in Florida, it stretches along the western boundary of the campus. The preserve provides a habitat for many plants and animals, and enhances the local community's biodiversity and animal habitat connectivity. It is home to several endangered species, which include the Florida gopher tortoise, the Florida mouse, the eastern indigo snake, scrub rosemary plant, blazing star plant and the nodding pinweed plant.

The **Charles E. and Dorothy F. Schmidt College Center**, at the university's main entrance off Military Trail, includes the Office of the President, Office of Admission, Office of Development and Alumni Affairs, and Office of Marketing and Communication.

**The Snyder Sanctuary** is designed for meditation, music, celebration and dialogue. It is unaffiliated with any religion and is a place where students are encouraged to explore different beliefs and shared values. Its outdoor labyrinth provides ancient ritual patterns for meditation. A 2,142- square-foot wing includes a lobby, lounge, classroom and preparatory room. The sanctuary's seating capacity is 140.

**St. Joseph Hall** includes the Perper Mailroom, a coin-operated laundry facility and the Campus Store, which sells textbooks, supplies, clothing, snacks and gifts. The store also provides check-cashing services.

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

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

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

**Athletics Facilities**

**Bobby Campbell Stadium** is home to men's and women's soccer and the new men's lacrosse program. The 7,000-square-foot stadium includes a lighted Bermuda sod field, men's and women's soccer locker rooms, men's lacrosse locker room, storage room for uniforms and equipment, laundry facility, training room, coaches offices and public restrooms for fans. The stadium seats 500 spectators and features a central landscaped plaza where fans can gather.

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

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

**Residence Halls**

The **Count and Countess de Hoernle Residence Hall** is a coed building divided into four wings. Predominately first-year students reside in this residence hall. It is equipped with community-style bathrooms. A resident assistant coordinates community development opportunities for the residents. Basic cable television and wireless service is provided in each room.

The **Betsey H. Freiburger Residence Hall** is a coed building divided into four wings. Predominately first-year students reside in this residence hall. It is equipped with community-style bathrooms. Basic cable television and wireless service is provided in each room. A resident assistant coordinates community development opportunities for the residents. The faculty offices of the College of Arts and Sciences are located on the first floor.

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 resident assistant coordinates community development opportunities for the residents. The building also houses the offices of student life and the Health Center.

The **Eugene M. and Christine E. Lynn Residence Center** is a coed building. Rooms are spacious with walk-in closets and private bathrooms. Resident assistants coordinate community development opportunities for the residents. Basic cable television and wireless service is provided in each room. This building consists of all triple occupancy rooms. The building includes Lynn Fitness Center, Intramural Office and television lounge.

**Trinity Residence Hall** is a three-story, coed residence hall. It is equipped with a television lounge and community-style bathrooms. Basic cable television and wireless service is provided in each room. A resident assistant coordinates community development opportunities for the residents. This residence hall is also home to the Administration executive offices.

Chapter IV.

# Admission

## General Information

Lynn University welcomes and evaluates applications for enrollment from qualified students. The following is an overview of general admission policies. Further questions concerning enrollment procedures should be directed to the Office of Admission at 561-237-7900 or admission@lynn.edu. Lynn University does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin, ancestry, citizenship, disability, pregnancy, genetic disposition, veteran or military status, marital status, familial status or any other legally protected characteristic in its educational and admission policies, scholarship and loan programs, athletic and/or other school-administered programs.

**Visitors Are Welcome**

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

# I.UNDERGRADUATE DAY DIVISION

## First-Year Students

**Application Procedures**

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

- Completed application form including the personal statement or essay and any required supplements www.lynn.edu/apply). In addition to the Lynn University application, the Common Application and the Universal College Application are also accepted.
- Official transcripts indicating all secondary school course work and graduation dates or GED score report.
- Official SAT or ACT scores. Lynn University's school code for the SAT is 5437; the school code for the ACT is 0706. Students applying as test optional are not required to submit standardized test scores.
- Letter of recommendation from a school guidance counselor or teacher. The recommender should comment on the student's determination and motivation in addition to academic performance.
- $45 non-refundable application fee.

**Important Deadlines**

**November 15 – Early Action**

- Students who wish to apply early action should submit their application and supporting documents by November 15 and are notified of a decision by December 15.
- Early action is a nonbinding application for first-year students. Students admitted Early Action are not required to withdraw other applications.

**December 1 – Spring Semester**

- Students who wish to apply for the spring semester should submit their application and supporting documents by December 1 and are notified of a decision on a rolling basis.
- Applications submitted after December 1 are reviewed on a space available basis.

**February 1 – Presidential Scholarship**

- Students who wish to be considered for the Presidential Scholarship should submit their application and supporting documents by February 1. Students are notified by April 15.

**March 1 – Regular Decision**

- Students who wish to apply regular decision should submit their application and supporting documents by March 1. Admission decisions are made on a rolling basis.
- Applications submitted after March 1 will be reviewed on a space available basis.

**May 1 – Deposit**

- All enrollment deposits are due.

Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is non-refundable after May 1 for fall semester applicants. Final acceptance is contingent upon successful graduation from high school. A final transcript with proof of graduation is required.

## Transfer Students

**Application Procedures**

A transfer student is someone who has attended another college or university after graduating from high school. Transfer students are welcome at Lynn University, and every effort is made to make the transfer of credits and completion of the degree requirements as easy as possible. Students with fewer than 12 transferable credits need to follow the application procedures outlined for first-year students. Transfer applicants should submit the following:

- Completed application form including the personal statement or essay and any required supplements (www.lynn.edu/apply). In addition to the Lynn University application, the Common Application and the Universal College Application are also accepted.

- Official transcripts from the candidate's current college and from all previous colleges/universities attended.
- Dean of students recommendation form signed by the dean of students at candidate's current or most recent college/university attended.
- $45 non-refundable application fee.
- High school transcripts and SAT or ACT scores are *not* necessary if 12 or more transferable college credits have been successfully completed.

**Important Deadlines**

**December 1 – Spring Semester**

- Transfer students who wish to apply for the spring semester should submit their application and supporting documents by December 1 and are notified of a decision on a rolling basis.
- Applications submitted after December 1 are reviewed on a space available basis.

**July 1 – Fall Semester**

- Transfer students are encouraged to apply as early as possible. The application and supporting documents should be submitted by July 1. Admission decisions are made on a rolling basis.
- Applications submitted after July 1 are reviewed on a space available basis.

Upon admission to Lynn University, students will receive an evaluation of transfer credits provided by the Office of the Registrar. Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is non-refundable after May 1 for fall semester applicants.

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

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

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

Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "T." A student's Lynn grade point average is based solely on courses completed at Lynn University. Transfer students must complete a minimum of 30 credit hours at Lynn University.

# International Students

International students are important and vital members of the Lynn community; they comprise approximately 25 percent of the student body.

You are considered an undergraduate international student if one of the following statements applies to you:

- You're a citizen of a country other than the U.S. and your passport is from that country
- You're a U.S. citizen and your home address, high school or university is outside of the U.S.
- You're a permanent resident of the U.S. and your home address, high school or university is outside of the U.S.

# International First-Year Students

**Application Procedures**

Applicants should submit the following:

- Completed application form including the personal statement or essay and any required supplements (www.lynn.edu/apply). In addition to the Lynn University application, the Common Application and the Universal College Application are also accepted.
- Official transcripts from each secondary school attended and official report of scores from all national school leaving examinations, if applicable. All educational documents must be accompanied by certified 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. Students applying as test optional are not required to submit standardized test scores
- 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 minimum TOEFL scores of 525 (paper-based) or 71 (Internet-based) or with a minimum IELTS score 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. Consideration may be given to students who fall slightly below Lynn University's TOEFL/IELTS/SAT English requirement. These cases will be reviewed on an individual basis by the Office of Admission.
- Completed Source of Funding form accompanied by a bank statement with the official bank seal or stamp.
- Copy of the biographical page of the applicant's passport. Note: This requirement does not apply to U.S. Citizens or U.S. Permanent Residents who are required to submit a notarized copy of their Permanent Resident Card (green card).
- $45 non-refundable application fee.

**Important Deadlines**

**November 15 – Early Action**

- Students who wish to apply early action should submit their application and supporting documents by November 15 and are notified of a decision by December 15.
- Early action is a nonbinding application for first-year students. Students admitted Early Action are not required to withdraw other applications.

**December 1 – Spring Semester**

- Students who wish to apply for the spring semester should submit their application and supporting documents by December 1 and are notified of a decision on a rolling basis.
- Applications submitted after December 1 are reviewed on a space available basis.

**February 1 – Presidential Scholarship**

- Students who wish to be considered for the Presidential Scholarship should submit their application and supporting documents by February 1. Students are notified by April 15.

**March 1 – Regular Decision**

- Students who wish to apply regular decision should submit their application and supporting documents by March 1. Admission decisions are made on a rolling basis.
- Applications submitted after March 1 will be reviewed on a space available basis.

**May 1 – Deposit**

- All enrollment deposits are due.

Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is non-refundable after May 1 for fall semester applicants. Final acceptance is contingent upon successful graduation from high school. A final transcript with proof of graduation is required.

# International Transfer Students

**Application Procedures**

A transfer student is someone who has attended another college or university after graduating from high school. Students with fewer than 12 transferable credits need to follow the application procedures outlined for first-year students. Transfer applicants should submit the following:

- Completed application form including the personal statement or essay and any required supplements (www.lynn.edu/apply). In addition to the Lynn University application, the Common Application and the Universal College Application are also accepted.
- Official transcripts from each college or university attended. All educational documents must be accompanied by certified English translations, an official evaluation, and documents submitted must carry the seal or stamp of the issuing educational institution. Uncertified photocopies are not acceptable.
- Dean of students recommendation form signed by the dean of students at candidate's current or most recent college/university attended.
- Official TOEFL or IELTS test scores if English is not the applicant's first language. Applicants with minimum TOEFL scores of 525 (paper-based) or 71 (Internet-based) or with a minimum IELTS score 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. Consideration may be given to students who fall slightly below Lynn University's TOEFL/IELTS/SAT English requirement. These cases will be reviewed on an individual basis by the Office of Admission.
- Completed Source of Funding form accompanied by a bank statement with the official bank seal or stamp.
- Copy of the biographical page of the applicant's passport. Note: This requirement does not apply to U.S. Citizens or U.S. Permanent Residents who are required to submit a notarized copy of their Permanent Resident Card (green card).
- Completed Transfer Eligibility Form. All international students who are currently studying in the United States on an F-1 student visa are required to submit this form.
- $45 non-refundable application fee.

**Important Deadlines**

**December 1 – Spring Semester**

- Transfer students who wish to apply for the spring semester should submit their application and supporting documents by December 1 and are notified of a decision on a rolling basis.
- Applications submitted after December 1 are reviewed on a space available basis.

**July 1 – Fall Semester**

- Transfer students are encouraged to apply as early as possible. The application and supporting documents should be submitted by July 1. Admission decisions are made on a rolling basis.
- Applications submitted after July 1 are reviewed on a space available basis.

Upon admission to Lynn University, students will receive an evaluation of transfer credits provided by the Office of the Registrar. Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is non-refundable after May 1 for fall semester applicants.

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

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

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

Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "T." A student's Lynn grade point average is based solely on courses completed at Lynn University. Transfer students must complete a minimum of 30 credit hours at Lynn University.

**The I-20 Form**

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

# The Bridge Program

The Bridge Program is designed specifically for Lynn applicants who score between 50 and 71 on the TOEFL (internet-based) or between 4.5 and 6.0 on the IELTS, and who meet all other university admission requirements. Students who are interested in applying for the Bridge Program should follow the application requirements for international first-year students. More information can be obtained at www.lynn.edu/bridge.

## Test Optional Admission

First-year students may apply for admission to Lynn University without submitting official SAT or ACT test scores. While the Office of Admission recognizes that standardized tests accurately measure aptitude for many students, tests of this nature may not always reflect a student's true potential. The university welcomes motivated students who will commit to becoming an active participant in their education and who will thrive in a highly individualized learning environment. Students who choose to apply test optional will be evaluated holistically with consideration given to their high school grade point average, strength of curriculum, progression of courses taken, letters of recommendation, and through an interview process if deemed necessary. First-year students who are homeschooled are required to submit standardized test scores.

## Institute for Achievement and Learning

In addition to the general admission application requirements, students wishing to enroll in the Institute for Achievement and Learning (IAL) should also submit:

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

The Institute for Achievement and Learning offers students with learning differences an extraordinary opportunity to achieve at the college level. The menu of academic support services provides motivated students with learning differences additional academic support while promoting independent learning and academic achievement as students work toward completing a university degree.

Students who enroll in the Institute for Achievement and Learning are required to be in the program for their first full academic year at Lynn University. Students are provided with academic coaching, a separate testing area, extended time for examinations (including other approved accommodations on exams), group and/or individual tutorials in most subject areas and a writing center. Also available are specialized Dialogues of Learning courses taught by Faculty Institute Fellows who have been trained in learning style differences, classroom management techniques and assessment strategies, in addition to having expertise in their academic fields.

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

## Conservatory of Music

In addition to the general academic requirements for admission to Lynn University, applicants to the Conservatory of Music are required to audition and fill out a separate Conservatory application through Decision Desk. The Conservatory application contains audition scheduling information and electronic recommendation forms that can be emailed to recommenders. Contact the Conservatory directly for additional information (music@lynn.edu).

## Additional Admission Procedures and Contact Information

Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is non-refundable after May 1 for the fall semester. The New Student Enrollment Guide, available online for admitted students, 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 appropriate university department prior to arrival for orientation. If questions arise prior to their arrival on campus, students are encouraged to contact the appropriate offices at any time.

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

**Mailing Address:**

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

## Placement and Testing

**Advanced Placement (AP)**

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

**College Level Examination Program (CLEP)**

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

**Music Placement Exams**

Placement exams are given in music theory, ear training, secondary piano (non-pianists) and keyboard skills (pianists) to determine placement of students in appropriate classes and to award credit for those courses in which students meet the minimum requirements. 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 each student.

**International Baccalaureate (IB)**

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

**Cambridge A-Level Exams**

Lynn University reviews, evaluates and accepts Cambridge A-Level and AS-Level exams taken individually or under the umbrella of the AICE Diploma for possible transfer credit on an individual basis in the context of a student's proposed area of study. The credit amount and placement level are subject to approval. Course credit is generally granted for each A and AS level examination passed with a grade of A to E in courses comparable to Lynn University courses and appropriate to the degree program. For more information regarding specific equivalencies to Lynn University courses, visit www.lynn.edu.

## Additional Admission Options

**Early Admission**

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

**Dual Enrollment**

Lynn University's Dual Enrollment Program offers high school juniors and seniors an opportunity to take undergraduate day courses for college credit. Admission requirements include: high school junior or senior status, a GPA of 3.0 or higher, recommendation by the high school principal or his/her designee and a Dual Enrollment Program application. Students may earn up to seven credit hours per semester and must maintain a minimum GPA of 2.0. Students in the program have access to Lynn University resources, including the library. Students' grades will be posted to official Lynn University transcripts and be available for transfer to other colleges and universities. Tuition for this program is offered at a reduced rate.

**Lynn 3.0**

Students who demonstrate a high level of academic achievement during their high school career and are highly motivated may be invited to enter Lynn's accelerated three-year degree program, Lynn Degree 3.0. Students enrolled in this program will take part in an accelerated bachelor's degree program and graduate with an undergraduate degree in three years.

**Lynn 3+1**

Students who successfully complete the Lynn 3.0 program are encouraged to apply for the graduate program and complete a master's degree in their fourth year. This program enables students and their families to save money on the cost of tuition while obtaining both an undergraduate and graduate degree in the time it takes to complete a traditional 4-year undergraduate degree. Please note: music and applied psychology clinical track are two-year graduate degree programs.

# II. EVENING UNDERGRADUATE DIVISION

**General Information**

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

To accommodate working professionals, classes are offered Monday through Thursday from 6 p.m. to 10 p.m. and online. For some programs, Saturday classes are also offered. To validate professional competencies working adults accumulate outside the classroom, these students may earn up to 30 credits for work experience through the portfolio credit process. Students pursuing portfolio credits must meet with a full-time faculty member in the appropriate academic area and develop a portfolio demonstrating attainment of all learning outcomes for the course receiving portfolio credit.

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

**Application Procedures**

Applicants should submit the following:

- Completed Evening Undergraduate application form. (www.lynn.edu/apply)
- Current résumé.
- Official transcripts from all institutions of higher learning (for transfer students) or official high school transcripts or GED score report.
- One letter of recommendation from an employer or professor.
- Statement of professional goals.
- $45 non-refundable application fee.

Upon admission to Lynn University, transfer students will receive an evaluation of transfer credits provided by the Office of the Registrar. Transfer credit is awarded for courses successfully completed at a regionally accredited institution or an institution whose accrediting organization is recognized by the Council for Higher Education Accreditation (CHEA).

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

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

Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "T." A student's Lynn grade point average is based solely on courses completed at Lynn University. Transfer students must complete a minimum of 30 credit hours at Lynn University.

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 minimum TOEFL scores of 525 (paper-based) or 71 (Internet-based) or with a minimum IELTS score of 6.0 will be considered for admission. Consideration may be given to students who fall slightly below Lynn University's TOEFL/IELTS/SAT English requirement. These cases will be reviewed on an individual basis by the Office of Admission.

- International Transcript Evaluation and course equivalency report for students who have attended schools outside of the United States.
- Completed Source of Funding form, accompanied by a bank statement with the official bank seal or stamp.
- 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. Note: This requirement does not apply to U.S. resident aliens, who are required to submit a notarized copy of their green card.
- Completed Transfer Eligibility Form. All international students who are currently studying in the United States on an F-1 student visa are required to submit this form.

# III. GRADUATE DIVISION

**General Information**

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

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

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

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

**Application Procedures**

Applicants should submit the following:

- Completed Graduate application form. (www.lynn.edu/apply)
- Current résumé.
- Official transcripts from all institutions of higher learning.
- One letter of recommendation from an employer or professor.
- Statement of professional goals.
- $45 non-refundable application fee.

## International Graduate Students

**Application Procedures**

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

- Official International Transcript Evaluation and Course Equivalency Report.
- Official test results of the TOEFL (Test of English as a Foreign Language) or IELTS if English is not the applicant's first language. Applicants with minimum TOEFL scores of 550 (paper-based) or 80 (Internet-based) or with a minimum IELTS score of 6.5 will be considered (not required for Professional Performance Certificate applicants). Consideration may be given to students who fall slightly below Lynn University's TOEFL/IELTS/SAT English requirement. These cases will be reviewed on an individual basis by the Office of Admission.
- Completed Source of Funding form, accompanied by a bank statement with the official bank seal or stamp.
- 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. Note: This requirement does not apply to U.S. resident aliens, who are required to submit a notarized copy of their green card.
- Completed Transfer Eligibility Form. All international students who are currently studying in the United States on an F-1 student visa are required to submit this form.

**The I-20 Form**

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

## Graduate Financial Aid

- 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 Financial Services Office at 561-237-7185 or financialaid@lynn.edu.
- International students are *not* eligible for U.S. federal or state aid.
- A limited number of graduate assistantships are available, and the selection process is very competitive. Interested students should contact the Office of Career Services (561-237-7286) to apply.

## Non-Degree-Seeking Students

**Application Procedures**

Applicants should submit the following:

- Completed graduate application form and $45 non-refundable application fee.
- Official transcripts with proof of an earned bachelor's degree from an accredited or internationally listed university.
- Additional documents may be required, and the applicant will be notified accordingly.

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

## Graduate Re-enrollment

Please refer to page 58 for information regarding re-enrollment.

# IV. ADDITIONAL ADMISSION INFORMATION

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

Note: Please see page 48 for specific academic policies regarding ADA policies and procedures.

## Reservation Agreements

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

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

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

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

Chapter V.

# Financial Information

## 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 issue a diploma or transcript 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.

### 2014-2015 Fee Schedule

| | Year | Semester |
|---|---|---|
| **Resident Student** | | |
| Tuition | $32,800 | $16,400 |
| Room & Board (Double Occupancy) | $10,900 | $5,450 |
| Double with bathroom | $11,950 | $5,975 |
| Private with community bathroom | $13,500 | $6,750 |
| Private with shared bathroom | $13,500 | $6,750 |
| Private with private bathroom | $14,100 | $7,050 |
| Student Services Fee | $1,000 | $500 |
| Technology Fee | $750 | $375 |
| Sodexo Dining Adjustment | $500 | $250 |
| **Commuter Student** | | |
| Tuition | $32,800 | $16,400 |
| Student Services Fee | $1,000 | $500 |
| Technology Fee | $400 | $200 |
| TOTAL | $34,200 | $17,100 |
| Mandatory International Student Insurance | | $1203 |
| Domestic Student Insurance | | $1203 |
| **Institute for Achievement** | | |
| Institute A (1 year required) | $11,750 | $5,875 |
| Institute B (returning) | $8,450 | $4,225 |
| Institute C – Evening Term | | $1,060 per term |
| Summer IAL | | $700 per term |
| **Other Programs** | | |
| Daytime, Part-time or Overload | $950 | per credit hour |
| Undergraduate Evening | $355 | per credit hour |
| Graduate | $675 | per credit hour |
| Graduate MBA | $690 | per credit hour |
| Ed.D. Tuition | $850 | per credit hour |

### Special Fees for All Programs

| | |
|---|---|
| **Application for Admission for each program** | |
| Day Undergraduate | $45 |
| Evening Undergraduate | $45 |
| Graduate | $45 |
| Laboratory | $30 - $750 |

### Deposits 2014-2015

Deposits are applied against tuition and/or room and board costs. Deposits are **NONREFUNDABLE**; however, students may request a refund by submitting a written request to the Office of Student Financial Services office or Office of Admissions prior to May 1, 2014, before the beginning of the academic year. Deposits paid after May 1 for the Fall 2014 semester or Spring 2015 semester are nonrefundable.

| | | |
|---|---|---|
| Tuition Deposit for New Students | $200 | per semester |
| Resident Student Deposit | $500 | per semester |

### Day Division Undergraduate Early Payment Discount Plan

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

| Single tuition payment for the ENTIRE 2014-2015 academic year if paid by: | |
|---|---|
| April 1, 2014 | $650 |
| May 1, 2014 | $550 |
| June 1, 2014 | $450 |
| July 1, 2014 | $350 |

| Single tuition payment for the Fall 2014 semester only if paid by: | |
|---|---|
| April 1, 2014 | $325 |
| May 1, 2014 | $275 |
| June 1, 2014 | $225 |

| Single tuition payment for the Spring 2015 semester only if paid by: | |
|---|---|
| Oct. 1, 2014 | $100 |
| Nov. 1, 2014 | $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 2014 semester, as well as all other fees, are due no later than Aug. 1, 2014, and for the Spring 2015 semester by Dec. 1, 2014.

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

### Lynn University Payment Arrangements

**Evening Program Discount Plans**

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

**Early Payment Discount**—Applies to evening students who have paid in full 30 days before the term commences. Registered for one 3 credit class—$50 discount. Registered for two 3 credit classes—$100 discount.

**Lynn University Payment Plan** (undergraduate evening program only)—One-third tuition at the beginning of the term (Friday before the term begins), one-third tuition in the middle of the term(week 3 of the term) and one-third tuition at the end of the term (week 6 of the term). Processing fee is $50 and is due at the beginning of each term in which the payment plan is utilized.

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

**Evening Undergraduate Criminal Justice Grant**—Evening degree seeking undergraduate students majoring in Criminal Justice may qualify for a scholarship reduction of $55 per credit hour from the usual tuition of $355 per credit hour. The tuition rate of $300 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 Financial Services each year.

**Corporate Partner Discount-** Evening students employed at a corporation that is a Lynn Corporate Partner may be eligible for a discount. The University will provide a twenty (20%) percent tuition reduction per credit hour and waive the admission application fee for any employees of a corporate partner who meets the university's criteria for admission, and who enroll in a graduate or evening degree or certificate program. The reduction will apply against the then current tuition price in effect for each credit. The reduction applies to course tuition only. All other cost (labs, books, CLEP exams) and charges will be billed, at the full rate, to the employee of the organization as applicable. University reserves the right to change tuition, program, costs, curriculum, regulations, program dates and eligibility, and to make additional charges for special features and services whenever such actions are deemed advisable.

**Educations Partner Tuition Discount-** Evening students that are alumni of institutions that are an Education Partner of Lynn University may be eligible for a discount. The University will offer alumni of an Educational Partner a ten (10%) percent tuition reduction, per credit hour, on Adult/Graduate programs, and waive admission application fee, for students who meet the University's criteria for admission. The reduction will apply against the then current tuition price in effect for each credit. The reduction applies to course tuition only. All other costs (labs, books, CLEP exams) and charges will be billed at the full rate to the student as applicable. The University reserves the right to change tuition, costs, programs, curriculum, regulations, program dates and eligibility requirements, and to make additional charges for special features and services whenever such actions are deemed advisable.

## Statement of Accounts

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

## Submitting Payments

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

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

**By Internet:** www.lynn.edu/ebill
By Wire: See the wiring instructions at www.lynn.edu/waystopay

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 Financial Services at 561-237-7189.

## Credit Card Payments

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

## Wire Payments

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

## Monthly Payment Program

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

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

## Tuition Refund Plan

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

The plan's coverage is designed to extend the university's published refund policy. If a student withdraws because of a medical/physical illness or accident, the plan returns 100 percent of the insured semester tuition as well as room and board. If a student withdraws because of a medical/psychological illness, the plan returns 75 percent of the insured semester tuition as well as room and board provided the student has completely withdrawn from all classes for any condition whose diagnosis is found in the DSM-IV Manual.

Note: This plan is only available for day students and must be purchased prior to Aug. 29, 2014.

The cost for the year is a one-time payment of $354 for an on-campus student and $266 for an off-campus student. All students will be billed through the Lynn University Student Accounts office. Special fees, such as Institute Achievement Program fee or mandatory fees

such as technology and student services fees are not covered under this plan.

Students who wish to waive out of this plan must complete a waiver form prior to Aug. 29, 2014.

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

## Student Course Load

Undergraduate Day Semester students can enroll each semester in a minimum nine credit hours to a maximum of 16 credit hours. There is a charge for the additional credit hours (overload) at a tuition rate of $950 per credit hour. Approval from the Vice President for Academic Affairs is required for more than 18 credits for the semester.

Students requesting a special exception to enroll in the Day Division for less than 12 credit hours must file a part-time approval form in the Student Financial Services Office. A student enrolling in day terms and undergraduate terms simultaneously will be assessed the full-time daytime rate if the combination of credit hours add up to 9-16 undergraduate credit hours. Graduate level courses are assessed additional costs and are above the undergraduate costs. Graduate credit hours cannot be combined with the undergraduate hours for billing purposes. The full-time tuition rate is $16,400 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:** August 29, 2014
January 30, 2015
May 19, 2015

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 for course withdrawals.

**Evening 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: $375 per semester
Day Student (Commuter): $200 per semester

This fee is for e-mail address, iPad use and Internet access. E-mail addresses may be obtained from the Information Technology Help Desk located in the Library –1st Floor.

## Student Services Fee (Mandatory)

Resident or Commuter Student: $500 per semester

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

## Summer Session 2015

The day program tuition rate is $950 per credit hour. Students may take up to six credit hours. The day program Summer internship rate is also $400 per credit hour.

## Room and Board Fee

The room and board fee covers the room, residence, electricity, water, maintenance of furniture and unlimited meals throughout the week. All resident students are charged a meal plan whether or not they choose to eat. Students have the option to upgrade from silver to gold or platinum at an additional charge. For the 2014-2015 academic year, there was an unexpected increase in food costs from our dining provider. In an effort to maintain the 24/7 option and the best quality of food, all resident students will be charged a $250 Sodexo dining adjustment fee each semester for this school year. Commuter students wishing to purchase a meal plan may do so at the cashier's office. Block Plans are available at 25 for $150 plus sales tax, 50 for $275 plus sales tax, and 75 for $375 plus sales tax. Unused meals are non-refundable.

## Residence Hall Fees

If a student is locked out of his/her room after the initial lockout, a $ 25 charge will be assessed to the student's account for each lockout.

- Any room change without the written approval of the Office of Residence Life will be subject to a fine of $50 for an improper check-out.
- Any student who is approved by the Director of Housing and Residence Life for release from their housing contract via the Housing Contract Appeal Process or is removed for student conduct reasons is subject to a $250 contract release fee. Students who transfer or withdraw from the University after August 1, 2014 for Fall 2014 semester or January 10, 2015 for Spring 2015 semester will be charged the contract release fee. If a student does not claim their assigned Residence Hall space by 5:00 pm on the first (1st) day of classes for the Fall and Spring semesters, per the published dates on the 2014-2015 Academic Calendar, the assigned space may be released and reassigned to another individual. Students who are subject to the two year residency requirement will be charged in full for the space. Students who are no longer subject to the two year residency requirement will be charged the Contract Release Fee.
- Students will be charged replacement costs for the items missing or damaged from their rooms.
- Students may be charged for damages in common areas that occur during the period they are assigned to a room. If damage occurs and the individual responsible will not come forward or cannot be determined, all residents of the affected living unit may share equally in the cost of repairing damages.

## Meal Plan Policy and Procedures

1. Lynn University offers three distinct meal plan options:
   - Silver unlimited meals per week with $0 Lynn Bucks per semester and 3 guest passes
   - Gold unlimited meals per week with $150 Lynn Bucks per semester and 6 guest passes
   - Platinum unlimited meals per week with $300 Lynn Bucks per semester and 10 guest passes.
2. All resident students must participate in one of the above identified plans.
3. Students receiving a housing scholarship are required to participate in the Silver program.
4. Fighting Lynn Bucks are only redeemable in Perper Library Café , Christine's and the Dining Commons.
5. One Lynn Buck is equal to one U.S. dollar.

6. The above Lynn Bucks values are per semester.
7. Unused Lynn Bucks do not carry over from one semester to the next.
8. Lynn Bucks are non-transferable and non-refundable.
9. The above plans are offered only in the fall and spring terms.
10. Matriculated non-residential students can purchase any of the above meal plan options.
11. Meal plans can be suspended by Office of Student Financial Services (SFS) for issues relating to student account balances. Students must contact SFS in regards to suspended meal plans.

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

## International Students Insurance Fee

International students are required to obtain injury/sickness insurance, which is provided by AIG. The estimated cost is $1,203 per year.

## Domestic Students Insurance Fee

All domestic students are required to carry health insurance. All students enrolled must complete the online health insurance verification process each year before the end of the drop/add period of the fall semester. Students who fail to complete the online health insurance verification process by the deadline will automatically be enrolled in the Lynn University Student Health Insurance Plan at a cost of $1203 for the academic year. No exceptions will be made.
To waive out, students must go to:
http://www.studentinsurance.com/schools/FL/lynn.

## Institute For Achievement Program

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

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

(Undergraduate/Evening/Weekend, 8 weeks)

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

## Miscellaneous Fees

**Course Audit Fee**

The audit fee per course is $650. A full time day undergraduate student will not be charged for auditing a course. Students not enrolled on a full-time basis will be charged an audit fee.

**Laboratory Fees**

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

**Mailbox Key Fee**

A mailbox key is assigned to all mailboxes available in the university mailroom. If the mailbox key is not returned to the mailroom, each year at time of departure, a $70 mailbox key replacement fee will be applied to the student account.

**Apple iPad Mini Table Fee Schedule**

If applicable, the following charges may be applied to the student account as part of the iPad mini tablet program:

- Repairs: $50
- Lost iPad:$150
- Theft or Stolen iPad: $150
- Non-Returned iPad: $400
- Non-Returned Accessories: $25
- Late Return of Loaner iPad: $50
- Rental Fee for iPad: $100

**Transcript/ Diploma Fees**

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 paid in full before a transcript can be issued. Any loan exit requirements must be met as well as any loan default statuses resolved before a transcript can be released. Any outstanding debt paid by other methods besides cash will have a two week waiting period before any official transcripts can be released.

There is no charge for a diploma. There is a $50 cost for a replacement diploma.

**Non-IAL Student Tutoring, Coaching, Writing Packages**

Non-IAL students may enroll in services throughout the semester for tutoring, coaching, and writing center hours in various packages for additional lump sum fees. Packages vary from $750 - $3,250 for the semester. Once enrolled, there are no refunds on fees. Sign up for services is available in the Institute for Achievement and Learning in the third floor of the de Hoernle International Building.

**Lynn Identification Card**

Lynn University requires that all students have an identification card.

The Lynn ID card is required for the following services:

- Meal plans.
- Access to Fitness Center
- Self inquiry/identification.
- Library card.
- Housing access, for those rooms equipped for card entrance.
- Access to the campus after hours.

All new students will pick up their card at orientation.

The Lynn Identification Card 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, or privilege occurring on their card if it was loaned or given to another person.
- The card must be presented upon request by a university official.
- It is never to be used as collateral.
- Lost or stolen cards need to be reported immediately, to the Campus Card Office or Security

**Return Check Fee**

All returned checks written to Lynn University or returned electronic checks are subject to a returned payment fee of $20 per returned item. The student's account will be automatically billed for $20.

**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 sent to their bank account. All refunds will be processed electronically.

Refunds normally require one to two weeks for approval and processing, from the time the credit is available on the account.

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

**Lost Identification Card Fee**

A lost or damaged card can be replaced with a $25 fee. Students must go to the cashier to make their payment. If the lost card is found, please return it to the Campus Card office, as it will no longer be valid on campus.

**Late Payment Fee for Preregistered Students**

All Day Division students who are preregistered for courses must pay their student accounts by Aug. 1, 2014, for the Fall 2014 semester, by Dec. 1, 2014, for the Spring 2015 semester and by May 1, 2015, for the summer 2015 term. If payment is not received by the due date, there will be a late payment fee of $500 assessed to the account for fall or spring semesters or $100 for the summer term.

## Finance Charges

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

## Financial Policy

If a student's account shows a past due balance of any nature, the university will not issue a transcript, diploma, certificate or recommendation to that student and will not allow the student to enroll for subsequent terms until the student's account is paid in full. 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 liable for all additional charges that are applied to the student account bill. Additional fees may include but are not limited to: health charges, club dues, library fines, parking tickets, residence hall fees, study abroad trips, etc. Students are liable for all additional feess accrued and/or elected by the student. Students are responsible for checking with the Office of Student Financial Services on questions of indebtedness.

The university may utilize the services of a collection agency to collect any amount past due. It is understood that the student then agrees to reimburse Lynn University the fees of any collection agency, which may be based on a percentage at a maximum of 33% of the debt, and all cost and expenses, including reasonable attorney's fees the University incurs in such collection efforts. It is also understood that the student authorizes the University and its respective agents and contractors to contact the student regarding repayment of their account at the current or any future number that the student provides for their cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

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

## Academic Transcript Release

Official academic transcripts will be withheld for failure to pay tuition, for default on an education debt, failure to repay an education grant overpayment, or not completing the federal mandatory loan exit counseling session.

In case of a bankruptcy, a student under an automatic stay will be an exception until the case is closed, dismissed, or a discharge is granted or denied.

In the case of withholding status, the university will allow the student to receive a single unofficial copy of the academic transcript. The transcript will be marked "Unofficial" on it.

## Books

Textbooks may be purchased at the Lynn University Online bookstore with a credit card or the Lynn ID card using the Online Bookstore line of credit. Students who have an existing credit on their student account or is estimated to have one, once financial aid is received will have a "line of credit" at the online bookstore two weeks prior to the beginning of the term through the drop/add period provided the student completes the Online Bookstore Line of Credit form. This will permit the student to go directly to the Online bookstore to purchase their books and supplies and it will be charged to their student account by the Office of Student Financial Services. A large selection of school and personal supplies are also available at the Campus Store.

## Graphics, Films and Video Supplies

Students matriculating in the College of International Communication and majoring in programs in Graphics and Visual Communications as well as Film and Video, may incur additional incidental expenses for production supplies. Normally, those expenses will run approximately $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 currently based on $164 per hour for the C-172, $340 per hour for the DA-42, $50 per hour for the instructor (C-172), $55 per hour for the instructor (DA-42), and $80 per hour in the flight training device. These rates are subject to change at any time.

| **Private Pilot:** | **Hours** | **Per Hour** | **Total** |
|---|---|---|---|
| Dual Instruction | 50 | $214 | $10,700 |
| Solo Flight | 10 | $164 | $1,640 |
| Pre/Post Flight Briefing | 17 | $50 | $850 |
| Supplies | | | $600 |
| **Total for Private Certificate:** | | | $13,790 |

| Instrument Rating: | Hours | Per Hour | Total |
|---|---|---|---|
| Dual Instruction | 30 | $204 | $6,420 |
| Flight Training Device | 15 | $80 | $1,200 |
| Pre/Post Flight Briefing | 15 | $50 | $750 |
| Supplies | | | $700 |
| **Total for Instrument Certificate:** | | | $9,070 |

| Commercial – Multi Rating: | Hours | Per Hour | Total |
|---|---|---|---|
| Dual Instruction | 40 | $214 | $8560 |
| Solo Flight | 65 | $164 | $10,660 |
| Complex Aircraft Twin Star | 20 | $395 | $7,900 |
| Pre/Post Flight Briefing | 13 | $55 | $715 |
| Supplies | | | $425 |
| **Total for Commercial Certificate:** | | | $28,260 |
| **Total for all ratings:** | | | $51,120 |

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 Financial Services before refunds will be made.

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

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

**Return of Title IV Funds Policy**

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

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

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

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

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

**Leave of Absence (LOA)**

The student may request a medical Leave of Absence from study in an undergraduate degree program. The student must receive approval from the Dean of Students. Each student may request up to one year of leave. Students receiving federal financial aid will be treated as a "withdrawal" for funds recalculations and funds will be returned to the appropriate agencies, if applicable. For financial aid purposes, the Lynn LOA does not meet the federal definition of eligibility and therefore the institutional Leave of Absence will be

considered as a withdrawal from the University. This may cause a financial obligation to be due to Lynn upon exiting the University and for the student to go into repayment of their student loans.

## Calculation of Refundable Amounts for Day Program

The table below is based on accounts paid in FULL.

| | Fall 2014 | Spring 2015 |
|---|---|---|
| **Tuition, Board and the Comprehensive Support Program** | | |
| Prior to the first day of classes | | |
| 100 % | Aug. 22, 2014 | Jan. 2, 2015 |
| Within seven days from the first day of classes | | |
| 75 % | Sept. 03, 2014 | Jan. 13, 2015 |
| Within 14 days from the first day of classes | | |
| 50 | Sept. 12, 2014 | Jan. 23, 2015 |
| Within 25 days from the first day of classes | | |
| 25 % | Sept. 29, 2014 | Feb. 9, 2015 |
| After 25 days from the first day of classes | | NO REFUND |

J-Term: Students that withdraw from the University at any time during J-Term will be billed an additional $950 per credit plus room & board for the term. Spring semester classes will be dropped and not be billed onto the account.

**Room Charges**

| | |
|---|---|
| Prior to Aug. 22, 2014 for Fall 2014 | 100 % |
| Prior to Jan. 2, 2015 for Spring 2015 | 100 % |
| After the above dates | NO REFUND |

**Refund**

There are no refunds for withdrawals after Sept. 29, 2014, for Fall 2014 and Feb. 9, 2015, for Spring 2015. The refund amount will be reduced by any financial aid that is cancelled due to the withdrawal. Refund checks will be mailed to the permanent home address on file within four to six weeks of the withdrawal date. Any remaining balance due after the refund adjustment is the obligation of the parent/student.

### Calculation of Refundable Amounts for Summer Terms

**Tuition and Board**

| | |
|---|---|
| Prior to the first day of classes (Dropping of classes) | |
| 100 % | May 15, 2015 |
| During the first and second day of classes (Dropping of classes; last day of dropp/add) | |
| 75 % | May 19, 2015 |
| During the third day of classes (Course withdrawals) | |
| 50 % | May 20, 2015 |
| During the fourth day of classes (Course withdrawals) | |
| 25 % | May 21, 2015 |
| After the fifth day of classes (Course withdrawals) | |
| NO REFUND | May 22, 2015 |

**Room Charges**

| | |
|---|---|
| Prior to the date publicized as the first day of classes | |
| 100 % | May15, 2015 |
| After that date | |
| NO REFUND | May 18, 2015 |

**Evening Refund Policy**

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

**Evening Withdrawal**

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

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

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

**Evening Division Enrollment Requirements for Financial Aid**

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

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

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

## Full-time Classification for Federal Aid Programs

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

**Attendance Policy**

Per federal regulations, the University is required to verify student's attendance for federal grants and loans, including the Federal Pell Grant and Federal Direct Stafford Loans before they can be disbursed. Delays in receiving your federal funds are possible if the University is unable to confirm attendance information from the Office of the Registrar.

**Financial Aid**

Lynn University participates in most Title IV financial aid programs. The purpose of these programs is to supplement the resources of applicants and their families. Financial aid awards are made on the basis of need, and applicants must file a financial statement reflecting the family's resources. Since financial aid is limited, applicants are encouraged to apply as early as possible (preferably by March 1 for entrance the following academic year). Tentative awards are made when the student has filed all required forms and the analysis of need

has been received from the Federal Processing Center. Aid is generally awarded in a combination of loans, employment and/or grants. Students also are encouraged to apply for state grants or loans open to them and to investigate educational loans from local banks.

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

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

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

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

Master's Degree
Full-time: 18 terms (3 years)
Part-time: 36 terms (6 years)

Ed.D.
Full-time: 13.5 terms (4.5 years)
Part-time: 27 terms (9 years)

Ph.D.
Full-time: 30 terms (7.5 years)
Part-time: 60 terms (15 years)

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

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

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

Ed.D.
Full-time: 12 credits (annually)
Part-time: 6 credits (annually)

Ph.D.
Full-time: 8 credits (annually)
Part-time: 4 credits (annually)

A course that receives a grade of "W" for a course withdrawal or a grade of an "I" for an incomplete or a falling grade of a "F" or an "NP" for Not Pass will be evaluated as a non-completed course. These non-completed courses will jeopardize the student to be able to meet the Standard of Satisfactory Academic Progress for Financial Aid.

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

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

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

Repeat courses may not always be evaluated as any other normal course. Lynn University does allow repetition of a course in a student's enrollment status for a term as long as student has never passed the course. Students can retake a passed course once to improve the initial grade and receive Title IV funds.

Transfer hours accepted toward completion of the student's program both hours attempted and hours completed may not always be evaluated as any other normal course.

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

**Appeal and Reinstatement**

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

**The Standards of Academic progress apply to the following programs:**

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

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

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

**Dean's Scholarship, Merit Scholarship of $12,000 and Transfer Scholarship of $12,000 – 3.0** cumulative grade point average at the end of the spring semester.

**Merit Scholarship of $10,000, Transfer Scholarship of $6,000 or $10,000, Academic Grant** – 2.8 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 end of the spring semester.

**Veterans Benefits**

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

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

**Academic Forgiveness**

The forgiveness policy allows a student, who has changed his or her major, specialization or minor to discount up to two courses in the abandoned program. The transcript will reflect the student's complete record with an added notation of "Academic Forgiveness Declared" by the selected course(s); however, the grade(s) will not be calculated in the cumulative GPA. Neither the grades nor the credits will be counted toward graduation requirements. A forgiveness policy form is available in the registrar's office and will need the signature of the dean of the school of the newly chosen program, as well as registrar approval. The forgiveness policy may only be used once in a student's college career. However, student requesting an academic forgiveness at Lynn University are not eligible to change their federal status for meeting the Standards of Satisfactory Academic Progress for financial aid. Therefore, the financial aid must always include all courses attempted and taken in evaluating the student's satisfactory academic progress for financial aid eligibility.

**Academic Bankruptcy**

Students requesting an academic bankruptcy at Lynn University are not eligible to change their federal status for standards of satisfactory Academic Progress for Financial Aid. The federal guidelines prohibit the concept of academic bankruptcy. Therefore, the financial aid office must always include all courses attempted and taken in evaluating the student's satisfactory academic progress for financial aid eligibility.

## Applying for Financial Aid

1. All applicants for admission are requested to complete a Free Application for Federal Student Aid (FAFSA). This can be done online at www.fafsa.ed.gov.
2. The FAFSA must be returned to the appropriate processing agency. The agency will process this form and send the university a report on what the family can be expected to contribute to the educational costs.
3. Students should make sure that their transcripts and recommendations are on file at the university, because financial aid decisions are not made until students have been accepted to the university.
4. When students have been accepted and the financial analysis has been received from the processing agency, the university determines the financial aid award and notifies the students.
5. Students are notified of their awards through the Electronic Student Aid System (ESAS). The student will have access to their estimated awards, missing documents needed to finalize the awards, and the federal shopping sheet which lists costs and awards. 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.
6. 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 Financial Services may request a copy of the parents' and student's tax return transcript and other information. All financial aid is awarded on the condition that the above information is provided when requested.

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

## FAFSA Policy

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

## Dual Major

Dual major students must take courses concurrently in order to be eligible for federal financial aid. Students cannot complete their first major and then decide to take the additional 30 credits for a second major and receive federal financial aid. Both majors need to be decided prior to the senior year and courses are to be taken concurrently if the student wishes to have federal financial aid cover through the end of the degree program for both majors.

## Repeat Course

Federal financial aid funds can be paid for only one repetition of a previously passed course. Passing grades are "A", "B", "C", "D", and "P". A student may repeat a failed course until it is passed and use federal financial aid funds.

## Federal & State Eligibility and Drug Policy

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

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

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

Possession of illegal drugs:

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

Sale of illegal drugs:

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

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

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

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

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

**Standards for a qualified drug rehabilitation program**

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

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

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

# Types of Financial Aid

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

# Federal Programs

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

The Pell Grant is a federal aid program for those with substantial need. The grant may be worth up to $5730 per year depending on the family's resources and the federal funds actually available. The Pell Grant has a life time eligibility of 600%. This means that a student cannot receive more than 6 years (12 semesters) of Pell Grant awards. The Supplemental Educational Opportunity Grant provides additional assistance to those with severe need who cannot meet college costs with other forms of aid. The average award is $2,000 per year. The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility for these grants. This is not available to students pursuing a second bachelor's degree.

**Federal Perkins Loan**

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

**Federal Direct Subsidized Stafford Loan**

A Direct Subsidized Stafford Loan is available to students who demonstrate financial need. The maximum amounts are: $3,500 for a first year undergraduate student; $4,500 for a second year student; $5,500 for a third-year or fourth-year student. For Stafford Subsidized Loans first disbursed on or after July 1, 2013, the interest rate is 5.09 percent. The Stafford interest rates are subject to change in June, 2014. The Federal government pays the interest on the loan as long as the student is enrolled at least half-time. New borrower on or after July 1, 2013, may receive Federal Direct Subsidized Stafford loans for an aggregate of 150 percent of student's educational program. Once the student has reached the 150% limit, the student may borrow additional funds through the federal direct unsubsidized loans. Interest will begin to accrue on the student's outstanding Subsidized Stafford loan at that time.

Eligibility is based on other sources of financial aid received and a parental contribution factor. Students must complete the Federal Direct Stafford form and the Master Promissory Note available through the Office of Student Financial Services, or online at www.lynn.edu/loans.

**Federal Direct Unsubsidized Stafford Loan**

This loan is not based on financial need. A student who wishes to apply for the Stafford Loan program and is not eligible based on financial need, or is only partially eligible, may apply for the full or balance of his/her eligibility through the unsubsidized loan program. There will be a fixed rate of 5.09 percent. Stafford interest rates are subject to change in June, 2014. The student is responsible for all in school interest, which can be capitalized at the end or paid through the enrollment periods.

If an undergraduate student is not eligible for any Subsidized Stafford Loan, the maximum amounts available 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 $20,500 for a graduate student. Independent undergraduate students and dependent undergraduate students whose parents are denied for a PLUS loan are eligible for an additional $4,000 for the first two years and $5,000 for the last two years.

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

**Federal Direct Parental Loan for Undergraduate Students (PLUS)**

This loan is not based on financial need but must be within the cost of attendance determined by the university. The amount a parent can borrow is the difference between the cost of attendance and financial aid eligibility. For PLUS loans there will be a fixed rate of 7.64 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 Financial Services. Parents are encouraged to apply online at: www.lynn.edu/loans.

**Federal Work Study Program**

Under this program, a student is provided with opportunities to work on campus, depending on financial need and the availability of funds. A variety of student job opportunities are posted online , with varying responsibilities and work schedules. To remain eligible for the Federal Work Study program, students are required to attend an online training workshop on preventing workplace harassment and discrimination, maintain a minimum 2.0 GPA, be in good academic standing, completed the six-hour "Earn While You Learn" workshop, and have a clean conduct record. Students usually work eight to 12 hours per week. Pay rates start at $10 per hour.

# Florida Programs

**Florida Resident Access Grant**

The Florida Resident Access Grant is a state entitlement program, which provides funds to Florida residents attending Lynn University regardless of financial need. The program is open to undergraduate students who have lived in Florida on a permanent basis for 12 months prior to the first day of classes for the academic term for which the award is made. Dependent students' parents must fit this definition. For the purpose of residency, an independent applicant must not be eligible to be claimed as a tax exemption by any person other than a spouse, must be self-supporting for twelve (12) months prior to the first day of classes of the academic term for which assistance is requested, and have the intent, for purposes other than education, that Florida be their legal state of residence. These grants are not repaid. The student should complete the FRAG application, and return it directly to the Student Financial Services office. The amount of the FRAG is approximately $3,000 per academic year. A student must be enrolled in 12 credit hours each semester. The student must maintain 24 credit hours each academic year and obtain a cumulative 2.0 G.P.A. each year in order to renew this grant.

**Florida Student Assistance Grant**

Florida Student Assistance Grants awards up to $2,610 per year are based on financial need and the same residential and academic requirements as the Florida Resident Access Grant. The student must file the Free Application for Federal Student Aid (FAFSA) prior to May 15 to be considered for aid for the next academic year.

# Bright Futures Programs

**Academic Scholars Award (Freshmen Only)**

The student must be a graduate of a Florida high school, have obtained a cumulative grade point average of 3.5 in the 15 college preparatory courses as identified by the Florida Board of Regents Rule, have an SAT of 1290 or an ACT of 29 or higher and complete 100 hours of community service. National Merit Scholars or graduates of the International Baccalaureate programs are automatically eligible. The award amount is currently ~~$100~~ $103 per credit. Application is submitted directly to the Florida Department of Education. Deadline: Prior to high school graduation. 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 1170 of an ACT of 26 or higher and complete 75 hours of community services . National Merit Scholars or graduates of the International Baccalaureate programs are automatically eligible. The award amount is currently $77 per credit. Application is submitted directly to the Florida Department of Education. Deadline: pior to high school graduation. Students may apply online at www.floridastudentfinancialaid.org.

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.

# Institutional Programs

Available for undergraduate Day Division programs only.

**Presidential Scholarship**

To be considered for this scholarship, students must meet the following criteria have SATs of 1200 or above or ACT scores of 26 or above, and have a grade point average of 3.5 or higher. Alternatively, for students who apply test-optional, a GPA of 3.75 or higher is required. All students must submit an essay to be eligible. This scholarship is renewable when a 3.5 GPA is maintained. Full tuition and full room and board (up to 16 credits per semester).

**National Merit Scholarship**

A student who is a National Merit Scholar will receive a full tuition(up to 16 credits each semester) scholarship from Lynn University. This award is renewable when a cumulative 3.5 grade point average is maintained. This program is open to international students.

**Deans Scholarship**

To be considered for this scholarship, students must meet the following criteria: have SATs of 1100 or higher, or ACT scores of 24 or higher; and a GPA of 3.0 or higher. Alternatively, for students who apply test-optional, a GPA of 3.25 or higher is required. This scholarship is renewable when a 3.0 GPA is maintained. A total of 70 percent of this award is applied toward tuition and 30 percent is applied toward room and board. $12,000 per academic year.

**Merit Scholarship**

To be considered for this scholarship, students must meet the following criteria: have SATs of 950 or above or ACT scores of 20 or above, and have a grade point average of 2.8 or higher. Alternatively, for students who apply test-optional, a GPA of 3.0 or higher is required. This scholarship is renewable when a 2.8 GPA is maintained. A total of 70 percent of this award is applied toward tuition and 30 percent is applied toward room and board. $10,000 per academic year.

**Academic Grant**

To be considered for this scholarship, students must meet the following minimum criteria: have SATs of 1100 or above or ACT scores of 24 or above, and have a grade point average of 2.0 - 2.8.

Alternatively, for students who apply test-optional, a GPA of 2.8 or higher is required. A total of 70 percent of this award is applied toward tuition and 30 percent is applied toward room and board. This grant is renewable when a 2.8 cumulative GPA is maintained. $6,000 per academic year.

**Transfer Scholarship**

To be eligible for this scholarship, students must have a minimum of 12 college transferable credits from an accredited institution and a GPA of 2.8 or higher.

This scholarship varies from $6,000 to $12,000 per academic year. The scholarship is renewable for $6,000 - $10,000 if a 2.8 cumulative GPA is maintained. This scholarship is renewable for $12,000 if a 3.0 cumulative GPA is maintained.
$6,000 - $12,000 per academic year.

**Out-Of-State Grant**

To be considered for this scholarship, students must be enrolled full-time and meet one of the following criteria: be a U.S. citizen or be an eligible non-citizen (permanent resident) that is a non-Florida resident who lives in the U.S. This grant is renewable when a 2.0 cumulative GPA is maintained. Students receiving other institutional scholarships do not qualify for this award. $2,000 per academic year.

**Lynn University Loan Program**

This loan program is awarded on the basis of financial need as determined by the Office of Student Financial 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 Financial Services prior to registration. Perkins recipients are ineligible for this loan unless prior Perkins Loans are paid off.

**University Financial Aid Grant**

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

**Lynn University Grant**

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

**Family Discount**

A discount is provided to immediate family members who are enrolled in credit-bearing classes during the same term. Two family members receive 10 percent discount each. Three family members receive 15 percent discount each. The discount is applied against the balance of payable tuition. This is available for the day and evening programs.

**Alumni Grant**

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

**Athletic Scholarships**

These scholarships are available in men's soccer, baseball, tennis, basketball, lacrosse and golf, and in women's soccer, tennis, basketball, volleyball, golf, swimming, cross country and softball. Awards range from $100 to $43,700 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, if they are U.S. citizens. Applicants are encouraged to apply by the priority deadline of Feb. 15 for entrance the following academic year. The scholarship is renewable if the student maintains a 2.75 minimum cumulative grade point average each semester; earns a B or better in their applied major instrument lessons; and attends classes, lessons, rehearsals, master classes, performance forum, outreach performances, juries, mock auditions and other conservatory performances and activities as required. An evaluation of each student will take place at the end of each academic year by the dean of the Conservatory of Music with the recommendation of the major instrument instructor.

**Private Scholarships**

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

**College of Business and Management**
Lynn University Boice Endowed Scholarship
Burton D. Morgan Aeronautics Endowed Scholarship
Gordon and Mary Henke Endowed Scholarship
Alice and Leigh Palmer Endowed Scholarship
Robert M. Sandelman Scholarship

**Hospitality Management**
Gloria and Bryan Bourgeois Endowed Scholarship
Kyle Martin Memorial Endowed Scholarship
The Cottrell Family Endowed Scholarship
Aldo and Sandra Papone Endowed Scholarship

**College of International Communication**
Lynn Fuente Endowed Scholarship
Runsdorf Endowed Scholarship

**The Conservatory of Music**
Boca West Scholarship
Ellman Family Endowed Scholarship
Friends of the Conservatory Endowed Scholarship
Harold and Patricia Toppel Endowed Scholarship
Herbert Gleckman Endowed Scholarship
Shirlee's Violin Scholarship

**General**
The Stephanie Crispinelli Endowed Memorial Scholarship
Martha Gudelsky Memorial Endowed Scholarship
William Randolph Hearst Endowed Scholarship
Lynn University Global Citizenship Memorial Fund
Nabit Family Endowed Scholarship
Wold Endowed Scholarship
The Herbert and Holli Rockwell Endowed Scholarship
The Snyder Scholar
Hahn-Block Family Endowed Scholarship
Levitetz Family Scholarship

# Veterans' Benefits (Available for All Credit Programs)

**Veteran's Benefits**

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

**Yellow Ribbon Program**

Lynn University is a participant of the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), which is a provision of the Post – 9/11 Veterans Educational Assistance Act of 2008. The institution is in agreement with the U.S. Department of Veterans Affairs (VA) to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50 percent of those expenses, and VA will match the same amount as the institution**.** For the **2014-2015** academic year, Lynn University 's commitment to the Yellow Ribbon program is capped at $13,000, which means the Veterans Administration (VA) will also commit to $13,000. The Ch. 33 benefits will already cover $19,198, so in total the VA benefits can pay is up to $45,198. Any excess costs beyond $45,198 will be borne by the student.

Lynn University complies with the Executive Order 13607 – Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and other Family Members. All students that expect to receive veteran's benefits must meet with the VA Certifying Officer to review the financial costs and academic plan prior to enrollment each year.

**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.

**Summer School**

There are no institutional or state programs available for the summer terms. The three programs available for the summer terms are Federal Direct Stafford Loans, Federal Direct Parent Plus Loan, and private loan programs. Student must be in at least 6 credits for the summer and if the maximum loan limit has been used up for the year then the students must be intending to return for the Fall semester for at least 6 credits to obtain a loan or the loan will be pro-rated.

**Lynn 3.0 Program and Three Year Grant**

Student will select and register for courses with their academic advisor. The amount of credit hours will determine the billing costs. Any credits over 16 credit hours will be charged at an overload rate of $950 per credit hour for the 2014-2015 school year. The student financial services will review student schedules at the end of the drop/add period and make any adjustment on the "Three Year Grant" award. This award is to help cover any overload charges the student may incur. The Lynn 3.0 program grant is only applicable to students who take the prescribed academic structure as outlined in the Lynn Degree 3.0 program section of the catalog.

If there are no overload charges for a semester, the student will not be eligible for a "Three Year Grant" for that semester. Summer school tuition is covered only after the first year of study at Lynn provided the courses are applicable to the 3.0 degree program. Subsequent summer school terms are not available in the 3.0 program. First year students will not be eligible for overload coverage during the first two semesters as a freshman student.

Students will be responsible for any lab fees that they may incur for any of their courses. The "Three Year Grant" does not cover any lab fees or any room and board costs.

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

Under current Internal Revenue Service regulations, scholarships or grants for room and board must be reported on the student's tax return as taxable income. For any F-1 visa student who resides in a country that does not have a tax treaty with the United States, the university will bill that student 14 percent of the award for room and board.

**U.S. Citizens**

Please contact your tax advisor on how to report your taxable scholarship income on your U.S. Income Tax Return.

**International Students**

All foreign nationals are required to complete a profile on the Foreign National Information System site at: https://fnis.thomsonreuters/lynn/. All international students will have an FNIS hyperlink sent to their Lynn University email address. Students will also have their initial user ID and password emailed to them. The registration onto this system is required to be updated each year by the student prior to pre-registration of the next year's courses.

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

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

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

## International Student Loans

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

## International Students Scholarship Policy

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

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

Currently, the countries that do have a reciprocal scholarship tax treaty with the United States are: Bangladesh, China, Commonwealth of Independent States, Cyprus, Czech Republic, Egypt, Estonia, France, Germany, Iceland, Indonesia, Israel, Kazakhstan, South Korea, Latvia, Lithuania, Morocco, Netherlands, Norway, Pakistan, Philippines, Poland, Portugal, Romania, Russia, Slovak Republic, Slovenia, Spain, South Korea, Thailand, Trinidad and Tobago, Tunisia, Ukraine and Venezuela. Countries are subject to change. 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 room and board scholarships will be taxed at the 14 percent rate. Every international student can apply for an Individual Taxpayer Identification Number (ITIN). Applications are available at the Office of Student Financial 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 an IRS Form 8843 and a 1040NR with the IRS and submit a W-7 form to IRS by April 15, 2015. These tax forms are available in the International Student office. Any student who does not comply with the filing of the tax returns will not have his/her scholarships renewed. The student may contact an international student advisor for more information.

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

## Remedial Courses

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

## Renewal of Financial Aid

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

## Outside Sources

Students who receive financial assistance awards or scholarships from outside sources may not receive funding from such sources that, in combination with University assistance, exceed the direct cost of tuition and fees as determined by the Office of Student Financial Services.

# 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 SFS 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 the Friday before the term begins. Statements are sent electronically.

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

**Request for Course Withdrawal from Graduate Programs**

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

**Withdrawal from the University**

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

**Leave of Absence**

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

**Financial Aid Withdrawal**

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

**2014-2015 Fee Schedule**

| | |
|---|---|
| Graduate Studies | $675 per credit hour |
| Graduate MBA Studies | $690 per credit hour |
| Ph.D. & Ed.D. Tuition | $850 per credit hour |
| International Student Insurance (mandatory) | $1,203 per year estimates |

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

| | |
|---|---|
| iPad Deposit | $300 |

MBA and Ed.D students pay a deposit which will be applied to the cost of tuition after completion of 12 graduate credits. The deposit is $300 if received before the deadline. Deposits after the deadline will be $325 because of expedited handling.

**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, Visa and Discover. Please include the student's Lynn University identification number with all payments. Certain foreign currencies are accepted online at www.lynn.edu/ebill.

Payments may be submitted by:

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

**By Internet:** www.lynn.edu/ebill
By Wire: See instructions on www.lynn.edu/waystopay

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

**Statement of Accounts**

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

# Financial Aid

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

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

Federal Programs

Federal Direct Unsubsidized Stafford Loans

This loan is not based on financial need. A graduate/doctoral student who wishes to apply for the Stafford Loan program, may apply for the unsubsidized loan program. There will be a fixed rate of 5.09 percent. Stafford interest rates are subject to change in June, 2014. The student is responsible for all in school interest, which can be capitalized at the end or paid through the enrollment periods. The graduate student is eligible for $20,500 per academic year.

**Federal Direct Grad Plus Loan**

This loan is based on the cost of attendance determined by the university. The amount a student can borrow is the difference between the cost of attendance and financial aid eligibility. For PLUS loans there will be a fixed of 7.64 percent plus interest rates are subject to change in June, 2014. If you are a graduate or professional student, your loan will be placed into deferment while you are enrolled at least half-time. Students are encouraged to apply on line at www.lynn.edu/loans.

**Graduate Assistantships**

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

Assistantships cover the regular graduate ($675 per credit hour) cost of full-time tuition (six credits for each term). 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, domestic students must complete the Free Application for Federal Student Aid (FAFSA) form in order to be considered. Applicants are encouraged to apply by the priority deadline of March 1 for entrance the following academic year. The scholarship is renewable if the student maintains the minimum cumulative grade point average each semester; earns a B or better in their Applied Major Instrument lessons; and attends classes, lessons, rehearsals, master classes, performance forum, outreach performances, juries, mock auditions and other conservatory performances and activities as required. An evaluation of each student will take place at the end of each academic year by the dean of the Conservatory of Music with the recommendation of the major instrument instructor.

**Ross College of Education Future Leaders Grant**

Master's and Ed.D degree seeking students who are active, full-time employees of an educational institution may qualify for an educational grant tuition reduction of $135 and $145 respectively per credit hour. Development specialists also may be eligible. For grant approval, students must submit a current employment verification letter each year to the Office of Student Financial 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 $675 per credit hour. Courses with NIA are not eligible. The scholarship rate of $550 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 Financial 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 $675 per credit hour. The scholarship rate of $550 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 Financial Services each year.

**Evening Program Alumni Tuition Discount**

Alumni that have graduated from Lynn University at least five years ago or longer may be eligible for a 10% tuition discount for an eligible graduate program. This discount is not combinable with other discounts.

# Veterans' Benefits (Available for All Credit Programs)

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

Lynn University complies with the Executive Order 13607 – Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and other Family Members. All students that expect to receive veteran's benefits must meet with the VA Certifying Officer to review the financial costs and academic plan prior to enrollment each year.

**Yellow Ribbon Program**

Lynn University is a participant of the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), which is a provision of the Post – 9/11 Veterans Educational Assistance Act of 2008. The institution is in agreement with the U.S. Department of Veterans Affairs (VA) to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50 percent of those expenses, and VA will match the same amount as the institution. For the 2014-2015 academic year, Lynn University 's commitment to the Yellow Ribbon program is capped at $6,000 for masters programs and a $5,000 for doctorate programs, which means the veteran benefit of $19,198 and yellow ribbon will cover all of the student's tuition, if they are enrolled in 6 credits hours per term. Any excess cost will be borne by the student.

**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 degrees. 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.

# Standards of Satisfactory Academic Progress for Financial Aid

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

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

Master's Degree
- Full-time: 18 terms (3 years)
- Part-time: 36 terms (6 years)

Ph.D.
- Full-time: 30 terms ( 7.5 years)
- Part-time: 60 terms (15 years)

Ed.D.
- Full-time: 13.5 terms (4.5 years)
- Part-time: 27 terms (9 years)

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

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

Ph.D
- Full-time: 8 credits (annually)
- Part-time: 4 credits (annually)

Ed.D.
- Full-time: 12 credits (annually)
- Part-time: 6 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.

Repeat courses may not always be evaluated as any other normal course. Lynn University does allow repetition of a course in a Student's enrollment status for a term as long as student never passed the courses. Student can retake a passed course once to get improve the initial grade and receive Title IV Funds.

Transfer hours accepted toward completion of the student's program both hours attempted and hours completed may not always be evaluated as any other normal courses.

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 Financial Services for review. The Office of Student Financial Services will notify the student within 30 days of the Financial Aid Committee's decision.

The Standards of Academic Progress applies to Federal Direct Stafford Loans.

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

## International Tax Law

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

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

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

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

Each year, international students will be required to file a Form 8843 with the Federal Internal Revenue Service by April 15. Students also must submit a copy of their Social Security number or International Tax Number and a completed FNIS to the Office of Student Financial Services in order to be eligible to keep the scholarship they are granted. Failure to file the FNIS will jeopardize future scholarship awards to a student.

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.

## 3.0 Program

Please refer to Chapter VII.

## Academic Accommodations

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

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

## Academic Bankruptcy

Students entering college sometimes perform at an unacceptable academic level. They either drop out or are dismissed. Some individuals with this experience re-evaluate their educational goals and desire to return to college. Their academic record, however, may present an insurmountable obstacle. Undergraduate students in this category who want the opportunity for a fresh start at the University without this handicap may apply for readmission with the request for Academic Bankruptcy.

**Application for Readmission to the University with Academic Bankruptcy**

A Lynn University student who has dropped out or who has been dismissed may request Academic Bankruptcy on meeting these conditions:

1. The student must apply to the Office of the Registrar.
2. At least six months must have elapsed since the end of the semester or term in which the student was last in attendance at Lynn University.

**Conditions of Approval**

1. If Academic Bankruptcy is approved all previous courses will remain on the transcript. However, quality points will no longer be applied to the GPA.
2. Up to 30 selected credits may be forgiven; this would include any credits already forgiven by to the Change of Major Forgiveness Policy.
3. Students who have used this policy will not be eligible for: Honor Society, President's Honor Society, Commencement Honors or Commencement Awards. Students may still be eligible for Dean's List.

Academic Bankruptcy can be granted only once for any student.

**Caution: Many colleges, universities, and other institutions, such as medical, law, or graduate schools, may not honor another institution's academic bankruptcy policy. At Lynn, the updated GPA may not be applicable for financial aid awards or athletic eligibility.**

## Academic Grievance Policy

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

**Grade Review Grievances**

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

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

**Grade Review Process**

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

The student is to request a meeting with the instructor who determined the grade and present the evidence of the error. The instructor may change the grade if deemed appropriate or reaffirm the original grade.

If the student wishes to pursue an additional review, a written request with all supporting documents may be submitted to the college dean. If an agreement cannot be reached, the student and/or the instructor may appeal to the Office of Academic Affairs, where a final decision will be rendered.

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

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

**Classroom Procedures and Other Academic Grievances**

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

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

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

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

# Academic Honesty Policy

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

Definitions

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

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

Procedures

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

Informal Resolutions

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

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

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

Formal Resolutions

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

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

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

Penalties

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

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.

In addition to academic honor probation, a student might also receive a grade of "F" on the assignment or test; an "F" in the course; or be suspended or dismissed from the university. No provision will be made for the student to receive a "W" regardless of whether the professor or student initiate said request.

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)."
All students found guilty of academic honor violations shall have a written letter detailing the violation and sanction placed in their permanent record. Copies of this letter will also be sent to the faculty member of the course, appropriate college dean, and to the vice president for student development.

Appeals

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

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

## Academic Integrity

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

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

## Add/Drop Period

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

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

## Admission to Classes

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

## Advising

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

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

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

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

Advising Process:

Undergraduate Day students must meet with and be registered by a designated faculty advisor.

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

Graduate Day students must meet with and be registered by a designated faculty advisor in the college of their major.

Graduate Evening students must meet with and be registered by a designated faculty advisor in the college of their major.

## Audit

Students who wish to audit a class must receive permission from their faculty advisor and the course instructor. 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. A grade of AU will be

recorded on the official university transcript. Full-time undergraduate day student will not be charged for auditing a course. All other students (part-time undergraduate day, undergraduate evening, graduate day and graduate evening students) will be charged an audit fee (see the Tuition and Fees section for current fee).

## Cancellation of Courses

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

## Change of Degree Information

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

## Change of Personal Information

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

## Citizenship Project

During the January Term or J-Term, all first year students will take a course in our inaugural program, The Citizenship Project. Courses in the Citizenship Project focus on a civic issue, problem or topic and will engage in experiential learning opportunities and community service work with local community –based partners. Thematic areas for the course include homelessness, environmental sustainability and urban renewal. Transfer students who begin in the fall, with up to 15.00 transfer credits, are also required to complete The Citizenship Project. Failure to complete this requirement by the end of the student's first year will result in dismissal from the university.

## Classification of Students

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

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

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

**Classification of Undergraduate Students**

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

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

## Closed Class Permission

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

## Code of Computing Practice

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

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

## Combined Bachelor's/Master's Program

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

*The conferral of a master's degree will require the completion of 30 unique graduate credits (credits not used towards the undergraduate degree).

## Course Load

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

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

**Undergraduate Day Semester**

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

**Undergraduate Evening Semester**

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

**Graduate Day Semester**

- Full time enrollment=9 credits per semester for the Psychology and Music programs.

- Full time enrollment=6 credits per semester for the Ed.D. program.
- Tuition is charged per credit.

**Graduate Evening Semester**

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

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

## Course Withdrawals

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

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

## Credit Hour Definition

**Undergraduate Day Semester & Graduate Day Semester**

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

**Undergraduate Evening Term & Graduate Evening Term**

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

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

## Dean's List

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

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

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

**Honor's Convocation**

Each semester all students who have achieved Dean's List the previous semester will be invited to the Honor's Convocation.

## Directed Study and Independent Study

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

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

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

## Dual Major

Students must meet the following criteria in order to receive a dual major:

- both majors must be completed simultaneously (a degree will be conferred upon the completion of both major requirements).
- earn a minimum of 30 credit hours beyond those required for the first baccalaureate degree, or a minimum of at least 150 credits.
- notify the Office of the Registrar.

Students will earn only one degree (ie: if one major is part of a BS degree, and the other major is part of a BA degree, the student will only receive either a BS or a BA). A diploma lists only the one degree earned, and the official transcript will list both majors.

## Enrollment Verification Letters

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

## Falsification of Academic Records

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

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

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

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

Parents of a dependent student have the right of access to educational records.

A student or eligible parent has the right to challenge any content of the student's education record which is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such challenge may be directed to the University Registrar in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Please note, however, that Lynn University is not required to consider

requests for amendment under FERPA that seek to change a grade, disciplinary decision, or the opinions or reflections of a school official or other person reflected in an education record.

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

2. The request shall be in writing and presented to the Vice President for Academic Affairs. A hearing officer appointed by the Vice President for Academic Affairs will conduct the hearing. The hearing will be conducted within a reasonable time frame after the request for the hearing has been received. The hearing officer will notify the student or eligible parent, reasonably in advance, of the date, place, and time of the hearing.
3. The student or eligible parent will be afforded a full and fair opportunity to present evidence relevant to the issue raised. One or more other persons may accompany the student or parent. Such individuals, however, are not permitted to address the hearing officer. The hearing officer will make a decision in writing based upon the evidence presented at the hearing within a reasonable time. The decision will include a summary of the evidence presented and the reasons for the decision.

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

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

**Directory Information**

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

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

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

**Students' Access to Educational Records**

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

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

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

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

3. Confidential letters of recommendation that were placed in the student's file prior to January 1, 1975.
4. Confidential letters of recommendation concerning admission, employment, or honorary recognition, for which the student has waived access. (Lynn University may not require a student to sign a waiver in order to obtain services, but a person writing a recommendation may insist on a waiver as a condition for writing it).

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

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

**Release of Confidential Records**

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

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

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

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

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

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

3. Administration requirements of the financial aid program.

4. Accrediting organizations carrying out their accrediting functions;

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

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

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

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

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

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

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

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

   f. FERPA also allows disclosure to parents if the student has violated any Federal, State, or local law, or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, if the institution determines that the student has committed a disciplinary violation regarding the use or possession and the student is under twenty-one at the time of the disclosure.

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

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

10. Information designated by the University as directory information.

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

**Academic Files**

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

**Right to File a Complaint**

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

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

# Forgiveness Policy

The forgiveness policy allows a student to discount courses in the abandoned major, minor or specialization. It also allows for forgiveness of an elective that does not need to be successfully completed for graduation purposes. 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. A forgiveness policy form is available on myLynn and will need the signature of the dean of the school of the newly chosen program, as well as registrar approval. The forgiveness policy may only be used once in a student's college career and may only be used for a total of two courses.

# Grade Notification

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

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

## Grade of Incomplete

A. For a student to be eligible to receive an incomplete for a course:
   1. The student must provide to the dean of students documentation of the extenuating circumstance(s) that prevent him/her from satisfying the course requirements and learning outcomes of that particular course.
   2. The student, at the time of applying for an incomplete, must have completed two-thirds of the term and have a passing grade.

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

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

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

## Grade Point Average

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

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

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 hours towards the GPA. Grades of AU, I and W are excluded from the calculations. Other symbols in use (not included in computation of average):

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

## Grade Scale

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

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

# GRADUATION

## General Information

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

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

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

Every student must sign and return a Graduation & Diploma Application in order to have their degree conferred, and every student must sign and return a Ceremony Petition in order to participate in the ceremony.

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

## Overall Requirements for the Baccalaureate Degree

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

**Commencement Honors**

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

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

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

## Overall Requirements for Master's Degree

A candidate for a master's degree must:

- attain a minimum cumulative grade point average of 3.0.
- satisfy all Lynn University graduate curriculum requirements for the master's degree, including thesis requirements.
- satisfy the requirements for a major that includes at least 30 unique credits.

**Commencement Honors**

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

## Overall Requirements for Ed.D. Degree

A candidate for an Ed.D.degree must:

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

**Commencement Honors**

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

## Honor Societies

**Honor Society**

Students who earn Dean's List for four consecutive semesters (three for Lynn 3.0 students) and whose career grade point average is at least 3.5 are eligible for membership in the Honor Society.

**President's Honor Society**

Students who earn Dean's List honors for six consecutive semesters (five for Lynn 3.0 students) and whose career grade point average is at least 3.75 are eligible for membership in the President's Honor Society.

*Eligibility is based on consecutive semesters in which 12 or more credits were attempted. Members of the Honor Society and the President's Honor Society will receive a certificate in recognition of their accomplishments.

**Honor's Convocation**

Each semester 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.

## The Institutional Review Board

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

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

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

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

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

of the approval letter is sent to the Office of the Registrar for the student's permanent file.
- Currently approved protocols must be reviewed annually.

## Leave of Absence

If a student wants to request a Leave of Absence (LOA) they must see the dean of students to fill out the LOA form.

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

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

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

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

Once the student is ready to return they must meet with the dean of students. Once they have determined that the student has met all of their conditions of return the Office of the Registrar and Student Financial Services will be notified.

## Observance of Religious Holidays

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

## Pre-requisite Overrides

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

## Probation

**Undergraduate Day Probation**

After the first semester with a career GPA below 2.0, students will be sent notification of their probation status.

After the second semester with a career GPA below 2.0, the Office of Academic Affairs will review each student's transcript and determine if the student will be dismissed or be granted one final probationary semester.

- If given one probationary semester, the director of academic advising will provide a list of specific conditions to be met. Failure to meet these conditions will result in automatic dismissal at the conclusion of the following semester.

Students who have already been placed on probation should check their grades on MyLynn before returning to campus. Students are not guaranteed a probationary semester, so this should be taken into consideration before travel arrangements are made.

Note: All correspondence for probation will be emailed to the student's Lynn email address and mailed to the local address and legal home/permanent address on file. Dismissal letters will be emailed to the student's Lynn email address and be sent via FedEx to both the local and legal home/permanent addresses on file.

**Appeal Process**

A student has a right to appeal a decision of academic dismissal and must do so in writing. Extraordinary circumstances beyond the control of the student or significant academic progress are the only reasons for considering an appeal.

Undergraduate Day Students should direct their appeal to the director of academic advising (ddicerbo@lynn.edu) by July 15th for the fall semester or by December 31st for the spring semester.

**Undergraduate Evening Probation**

Students with a career GPA below 2.0 for four consecutive terms may be academically dismissed from the university. Notification of probation status will be sent to the student's local address on file.

Please note the following: probation status is calculated on career GPA, not term GPA, and repeating courses you have previously failed is the quickest way to improve your GPA.

Evening Undergraduate Students should direct their appeal to the director of academic advising (ddicerbo@lynn.edu) by the end of add/drop period for the following term.

**Graduate Day Probation**

After the first semester with a career GPA below 3.0, students will be sent notification of their probation status.

After the second semester with a career GPA below 3.0, the Office of Academic Affairs will review each student's transcript and determine if the student will be dismissed or be granted one final probationary semester.

**Appeal Process**

A student has a right to appeal a decision of academic dismissal and must do so in writing. Extraordinary circumstances beyond the control of the student or significant academic progress are the only reasons for considering an appeal.

Graduate day students should direct their appeal to the vice president for academic affairs (gcox@lynn.edu) prior to the add/drop deadline of the following semester/term.

**Graduate Evening Probation**

A student who falls below the minimum career GPA requirement of 3.0 will be placed on academic probation. Students on academic probation after the completion of 6 courses may be academically dismissed from the university. Notification of probation status will be sent to the student's local address on file.

Please note the following: probation status is calculated on career GPA, not term GPA, and repeating courses you have previously failed is the quickest way to improve your GPA

**Appeal Process**

A student has a right to appeal a decision of academic dismissal and must do so in writing. Extraordinary circumstances beyond the control of the student or significant academic progress are the only reasons for considering an appeal.

Graduate evening students should direct their appeal to the vice president for academic affairs (gcox@lynn.edu) prior to the add/drop deadline of the following semester/term.

**Ed.D. Probation**

Students in the EdD program are expected to maintain a career GPA of at least 3.25, as well as a minimum grade requirement of B- for each course. Students in the doctoral program will have their mid-program review during their fifth semester. Students may be strongly encouraged to continue in the program, recommended to remain in the program, placed on probation, or asked to leave the program as a consequence of this review. This review considers the whole of the student's work to date, including attendance, participation, comprehension, and writing as well as any other factors deemed important by the faculty. The review assesses the student's potential for success at the dissertation in practice stage.

Students who are placed on probation will engage in a formal improvement process. The improvement process includes the following steps:

1. The student should develop a performance improvement plan with their identified mentor. This plan must include steps and a time line for achieving satisfactory progress over the remaining four semesters.
2. The performance improvement plan should be submitted to the Director of the Ed.D. Program in Educational Leadership.
3. After the performance improvement plan is approved by the Director of the Ed.D. Program in Educational Leadership, the student and mentor will meet with the Director of the Ed.D. Program in Educational Leadership and the Dean of the College of Education to discuss the student's performance and the plans for improving it.
4. The Dean of the College of Education will decide whether and when all tasks in the improvement plan have been successfully completed. The recommendation by the mentor will be taken into account for this decision.

**Conservatory of Music Probation**

Students accepted into the Conservatory of Music are required to conduct themselves in a manner appropriate to a member of a productive musical community as well as meet the following academic standards in order to remain in good standing and retain his/her music scholarship each year:

- Maintain a minimum semester GPA (2.75 undergraduate, 3.0 graduate).
- Earn a minimum grade of "C" in Applied lessons, juries, mock auditions, recitals, graduate performance requirements and all performing ensembles.
- Attend classes, lessons, rehearsals, master classes, performance forum, Showcase
- Concerts, outreach performances, juries, mock auditions and other Conservatory performances and activities as assigned.

Students who fail to maintain these minimum requirements shall be placed on academic probation within the Conservatory of Music. Students who fail to meet the Conservatory's minimum academic requirements for two consecutive semesters shall be dismissed from the Conservatory with an option to appeal to the Dean.

## Re-enrollment

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

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

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

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

If a student wants to return to Lynn to complete a second degree, they must apply through the Office of Admission.

## Registration

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

## Repeat Courses

In order to improve their knowledge of a subject and cumulative grade point average, students may elect to repeat a course in which they have earned a less than satisfactory grade, especially a "D" or an "F." The higher grade will be the grade that contributes toward the cumulative grade point average. In situations where the course needed to be repeated is no longer available or offered, a similar course may be substituted with the approval of the dean of the college. A course in which a grade of "F" was earned at Lynn University can be repeated only at Lynn University.

## Residency Requirement

**Undergraduate Students**

Students must complete their last 30 credits at Lynn University. Any exception must be approved by the Vice President for Academic Affairs.

## Second Bachelor's Degree

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

- seek a second degree that is significantly different from the first degree.
- receive approval from the Office of Academic Affairs.
- complete all requirements for the second degree, which must be a minimum of 30 credits.

## Second Master's Degree

Students who have already earned a master's degree from Lynn and wish to pursue a second master's degree must meet the following criteria:

- Apply and be accepted by the Office of Admission
- Seek a second degree that is significantly different from the first degree
- Complete a minimum of 24 unique credits
- Complete all degree requirements for the second degree

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

- Apply and be accepted by the Office of Admission
- Complete all degree requirements for the second degree
- Speak to the college dean to see if transfer credit can be awarded for any previous graduate degree work, no more than 6 credits can be transferred

## Special Student Status

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

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

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

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

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

## Student Responsibility

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

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

It is the student's responsibility to:

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

## Transcripts

Transcripts must be requested in writing by the student or alumnus (the form can be found on MyLynn/Academics/Documents and Forms) or requested electronically (by logging on and going to MyLynn/Academics/Student). Official Transcripts, which bear the signature of the registrar and the Official University Seal are typically processed within one (electronic version) to three (paper version) 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. Please note: Transcripts cannot be faxed.

# TRANSFER CREDITS

## Transfer Credit Evaluations

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

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

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

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

## Undergraduate Student Transfer Policy

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

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

## Graduate Student Transfer Policy

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

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

## Transfer of Credit Procedure

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

## Permission to Study at Other Institutions

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

Chapter VII.

# Academic Support Services

## Institute for Achievement and Learning

The Institute for Achievement and Learning provides innovative academic support services that creatively link all aspects of Lynn University student life and academic achievement. To ensure positive opportunities that embrace, engage and empower students, the Institute offers diagnostic information and assessments, and a menu of comprehensive, and diverse support services. 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 classroom instruction. All students have access to the Institute, which includes the following resources and programs:

- The Diagnostic Center for Educational Assessment: The Institute's diagnostic branch exists to further illuminate student strengths and weaknesses. Recommendations for students are made in the form of compensatory strategies, i.e., building on students' strengths not remediating weaknesses. Services are open to all Lynn University students.
- Lynn University Institute for Achievement and Learning Tutoring Program: The program is designed to assist all Lynn University students with course work by offering individual and small group content-area tutoring and use of the Institute staffed writing center. All tutors and writing center staff hold advanced degrees, including many who have terminal degrees in their respective fields.
- The Comprehensive Support Program component of the Institute is a fee-based program that requires students to submit documentation of their learning difference at the time of their application to Lynn. The program is designed to provide structure, support, and accountability for LU students. The services include coaching, tutoring, registration into Institute Fellows courses, and enrollment in the Dialogue of Self and Society course in their Freshman year. These services are staffed by experts in the field of working with students with learning challenges.
- ADA Office: Available to students who qualify for special accommodations for learning and testing.

**Services**

The Institute's services offer students an extraordinary opportunity to achieve at the college level. Programs provide motivated students with learning challenges support services to assist in their academic journey at the post-secondary level while fostering academic independence.

Students enrolled in the Comprehensive Support Program component of the Institute are provided with academic coaching, a separate testing area, specialized Dialogue courses with a low pupil-to-teacher ratio taught by Faculty Institute Fellows and tutorials in most subject areas.

Institute Fellow courses are taught by professors who have been trained in learning style differences, classroom management techniques and assessment strategies, in addition to having expertise in their academic field. Institute Fellows certification demonstrates that the faculty member has achieved competency in understanding Institute for Achievement and Learning pedagogy, utilization of motivational strategies in the classroom, implementation of metacognitive strategies, use of multiple approaches for assessing student learning, and the utilization of classroom technology

The Wayser Family Tutoring Center is located in the Institute for Achievement and Learning. Tutoring sessions are scheduled through the Tutoring Center coordinator. The center offers individual and group tutoring. Tutoring sessions are available by appointment or on a walk-in basis. In the event that a student cannot attend a scheduled appointment, he or she must notify the Lynn tutoring staff within 24 hours or be charged the normal fee. The meetings between the center staff and students are face-to-face, and tutoring is provided for most Lynn University courses. The Institute supports writing across the curriculum, serving both day and evening students. The Tutoring Center is open five days a week as is the accompanying Writing Center (during final exams the tutoring and writing centers are open seven days a week). All tutors hold advanced degrees, including many who have terminal degrees in their respective fields.

The Testing Center is located in the Institute for Achievement and Learning. Testing Center hours are Monday through Friday, 8 a.m. to 6 p.m.

The Institute uses a diagnostic coaching model to address behavioral issues specific to college students with ADHD or executive functioning deficits. Organizational skills, prioritizing of assignments and daily activities, strategies for procrastination issues, time management skills, coping with impulsivity, strategies to aid with focus and attention in and out of the classroom, and study skills are some of the topics covered during coaching.

The Diagnostic Center for Educational Assessment 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 areas for improvement, recommendations for increasing academic skills, and follow up meetings to ensure an understanding of the assessments and recommendations. A licensed psychologist administers these assessments. Hours are Monday through Friday, 8:30 a.m. to 4:30 p.m.

**American Disabilities Act (ADA) Accommodations**

In accordance with the university's mission as well as federal and applicable state laws, Lynn University is committed to providing equal access and participation to educational opportunities for all independent, qualified students with documented disabilities through the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Procedures for Obtaining Accommodations:

Eligible students who are seeking ADA accommodations must register with the Academic ADA Specialist. Lynn University is not required to seek out or assess students who need accommodations. It is the student's prerogative to either disclose or not disclose his or her disability.

It is the student's responsibility to provide appropriate documentation when requesting ADA accommodations, and we encourage students to self-disclose. Through complete self-disclosure, the student and the University are better equipped to make informed and appropriate decisions about individual needs as they relate to the student's pursuit of education. It is the student's choice to decide when and where he or she will utilize granted accommodations and to provide granted accommodation letters to professors in a timely manner. Accommodation letters may be issued at any point in the semester; however, accommodations are not retroactive.

Accommodations are granted on a case-by-case basis, using the student's self-report, observation/interaction with learning support staff, and documentation from appropriate external resources, including the most current psychological educational evaluation.

Necessary Documentation:

To be considered for accommodations under the ADA, a student must submit a Psychological-Educational Evaluation that has been completed within the past three years by an appropriate professional.

*Please note, additional documentation may be requested at the student's expense.

For additional information please visit,
http://www.lynn.edu/academics/institute/about/americans-with-disabilities-act-ada-accommodations

# Hannifan Center for Career Connections

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

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

# Center for Learning Abroad

Carefully selected by the CLA staff for their academic relevance, overall quality and service to students, Lynn-Approved Programs are available in all regions of the world including Latin America, Europe, Asia, Africa, and Oceania. These short-term, semester and year-long programs offer coursework in all majors and are available in English Programs heavily focused on language acquisition for those trying to acquire advanced language skills are also available. Programs are open to all Lynn University students subject to individual program requirements.

Students participating on Lynn-Approved short-term, semester and year-long programs are billed directly by Lynn University and will pay Lynn fees including tuition, room and board. Students receiving financial aid may use their aid to offset the costs of the program. Students must make an appointment with their Financial Aid Counselor to review their financial aid package and discuss how it will be applied to the Lynn-Approved program.

**Lynn-Approved Programs**

Carefully selected by the CLA staff for their overall quality and service to students, Lynn-Approved Programs are available in all regions of the world including Latin America, Europe, Asia, Africa, and Oceania. These semester and year-long programs are available both in English and in non-English language for those with language facility, and there are programs heavily focused on language acquisition for those trying to acquire advanced language skills. Programs are open to all Lynn University students subject to individual program requirements.

Students participating on Lynn-Approved semester and year-long programs are billed directly by Lynn University and will pay Lynn fees including tuition, room and board. Students receiving financial aid may use their aid to offset the costs of the program. Students must make an appointment with their Financial Aid Counselor to review their financial aid package and discuss how it will be applied to the Lynn-Approved program.

**Lynn Faculty-Led Programs**

In collaboration with the Lynn faculty, the CLA staff helps to design, develop and implement short-term programs for students to enhance their learning through off-campus courses and internships. Available during the January Term and the summer as well as other times during the academic year, these faculty-led programs take students beyond the classroom and provide them with firsthand experiences through travel, cultural immersion, professional interaction, field work and career development.

Students participating on Lynn Faculty-Led Programs are billed directly by Lynn University. Program fees are an additional cost to the student and vary per program.

## Center for Instructional Innovation

The Center for Instructional Innovation (CII) fosters the use of educational technology to enhance teaching and learning. The CII features a technology-rich model classroom and a faculty conference room on the second floor of Lynn's Library where faculty can collaborate and connect via video conference equipment. The CII will host several workshops and training opportunities for all faculty.

## Counseling Center

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

## Lynn University 3.0 Scholars Program

**Academic Structure and Requirements**

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

- Total 121 credits
- Eligibility based upon work at Lynn or High school
- Program available in all majors except Education & Music
- Summer school required only in first year
- Summer term "Dialogues Institute" focus is 200 level DOL: allows students to stay on track with Core while focusing major field and upper level course work in 2nd and 3rd years
- Students accepted into the program must maintain satisfactory progress towards their degree
- The Vice President for Academic Affairs, in consultation with the deans of the college, will make all academic decisions regarding admission and participation in the three year degree program.

**Benefits**

**Eligibility and Application Procedure**

1. Save an estimated $45,600 (tuition and fees, room and board, books, transportation, and personal expenses) over the cost of a 4 year degree.
2. Priority course registration, ensuring you'll get the courses you need.
3. Ability to design your own course of study, with strict guidelines from the dean.
4. No additional charges for required summer courses and accelerated course loads.
5. If living on campus during the required summer school session, rome and board charges are the responsibility of the student.
6. Accelerated entry into graduate school or the job market.

## Information Technology

The Information Technology (IT) Department aims to fulfill the the department's mission "to provide Lynn University and its community with leadership and excellence in the design, implementation, support and facilitation of learning through the creative and effective use of technology". This team's approach to technological excellence equips students and faculty for the emerging application of technology in the classroom and affords an opportunity to develop distance learning modalities parallel to traditional instruction. IT provides resources for satisfying the computing needs of students and faculty. In so doing, IT professionals assist with the use of hardware and software available to faculty, students and staff, while improving administrative effectiveness and efficiency through the innovative use of sophisticated approaches to institutional management.

The Information Technology Department is comprised of several divisions, which include: Network and Support Services, Information Services, Campus Card Office, Institutional Research, Planning and Assessment, and Library.

**Computer Laboratories**

Computer laboratories are available in the library, the International Business Center and the Assaf Academic Center. Computer stations are available with Windows and the latest versions of Microsoft Office Suite. The library is also equipped with Apple computers. Apple computers are also available in ASSAF Academic Center and the third floor of the library. Internet is available throughout campus. The campus also has a significant wireless network, which is available in 90 percent of the buildings. The wired and wireless networks have been recently enhanced due to hosting of the Presidential Debate which took place on October 2012. If not scheduled for a class, computer laboratories are available in the Coleman Electronic Classroom (library). An additional 100-plus computers are available within the Lynn Library during regular library hours for access to research databases, the Internet and selected Windows applications.

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

# Eugene M. and Christine E. Lynn Library

The mission of the Lynn University Library is to partner with the Lynn community to pursue lifelong learning and discovery. Within a dynamic, student-centered and collaborative environment, our information experts provide both innovative and traditional resources, technologies, and educational services.

The library's vision is to be a leader in the realization of the 21st century academic library. As the intellectual and physical nucleus of our University, we will proactively meet the information needs of our diverse communities, at any time and in any place. We will prepare students for success in life as information-savvy, global citizens.

The library's learning resources include a collection of approximately 80,000 physical items, including books, journals, magazines, CDs, music scores and DVDs. The library's large collection of popular DVDs, known as The Lynn Parents and Families Collection of Great Movies can be checked out for personal viewing. The library's electronic resources are vast. A carefully selected collection of research databases containing 86,000 e-journal titles, biographies, reference books, statistics, images, and more is accessible through the library Web site. The library also has more than 150,000 e-books that are accessible via the Web. All e-resources are available on- or off-campus, 24 hours a day.

The library has about 70 PC and Mac workstations, several high-speed scanner/printers, and wireless access is available throughout the building. The music library has 2 computer workstations equipped with a MIDI ready keyboard to accommodate musical composition activities. The Coleman Electronic Classroom, located at the front of the library, is open 24 hours a day, seven days a week and includes about 30 additional PC workstations and another scanner/printer. In 2013, the Perper Lounge, located adjacent to the Coleman, was transformed into a coffee shop where students can grab a snack, chat with friends and study.

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 chief information officer, Information Technology Support Services Desk, Eugene and Christine E. Lynn College of International Communication and the Center for Instructional Innovation..

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

**Library Hours**

| | | |
|---|---|---|
| **Monday** | 7:30am | 12am |
| **Tuesday** | 7:30am | 12am |
| **Wednesday** | 7:30am | 12am |
| **Thursday** | 7:30am | 12am |
| **Friday** | 7:30am | 8pm |
| **Saturday** | Noon | 8pm |
| **Sunday** | Noon | 12am |

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

**Eugene M. and Christine E. Lynn Library Circulation Policy**

**Borrowing Privileges**

Lynn University faculty, staff, students and alumni may borrow materials from the library using your Lynn University ID card or alumni card. A university identification card grants you access to over 80,000 print volumes, 150,000 e-books, over 40 academic research databases, computer and network access, course reserves, over 5200 DVDs, and interlibrary loan privileges.

**Student and Alumni Loans**

- The student loan period for books is one semester; the loan period for music scores is 4 weeks.
- Unlimited check-out limit for books.
- The student loan period for DVDs is 3 days.
- The student loan period for CDs is 7 days.
- Overdue fine for DVDs is 50¢ per day.
- Maximum 3 DVDs per check-out period.
- Maximum of 5 CDs per check-out period.

**Faculty and Staff Loans**

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

**Overdues**

Lynn Library sends overdue notices to the email account on file. For students, it is their Lynn email account. Students and non-Lynn patrons are expected to return any materials within a week of receiving the notice. If materials are not returned, they are considered lost. Lost or damaged book charges are $50. The charge for lost CDs or DVDs is $40. The library notifies the business office with charges. Course grades and transcripts may be withheld until all fees are paid.

**Interlibrary Loan Items**

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

**Course Reserves**

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

**Library Visitors**

Students from other institutions and libraries and the general public are welcome to visit the library. Visitors from SEFLIN institutions (more than 20 regional colleges, universities, and public libraries in the Southeast Florida Library & Information Network) may borrow materials from the library by presenting a SEFLIN card, which they can get from their home institution. Visitors do not have access to the computers, the network, or digital materials.

Chapter VIII.

# Educational Programs

## Definitions of Majors, Minors and Specializations

**Definition of a Major**

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

**Definition of a Dual Major**

Students must meet the following criteria in order to receive a dual major:

- both majors must be completed simultaneously (a degree will be conferred upon the completion of both major requirements).
- earn a minimum of 30 credit hours beyond those required for the first baccalaureate degree, or a minimum of at least 150 credits.
- notify the Office of the Registrar.

Students will earn only one degree (ie: if one major is part of a BS degree, and the other major is part of a BA degree, the student will only receive either a BS or a BA). A diploma lists only the one degree earned, and the official transcript will list both majors.

**Definition of a Minor**

A minor consists of a minimum of 15 credit hours outside of the major. The minor enables a student to develop a secondary degree of expertise in an area of study in addition to his or her major academic program of study. While a minor program is intended to enable students to develop some degree of expertise in one area of study, it may be interdisciplinary. The completion of a minor is optional. The minor may be chosen to support the major, to offer greater job opportunities to the student on graduation or to provide recognition of study in a second academic area.

To receive a minor, a student must also complete the requirements of a major of a baccalaureate degree concurrently from the university. Course work must include a minimum of nine upper divisional level (300+) credits and students must complete courses as indicated in the catalog. The student's transcript shall indicate the minor.

**Definition of a Specialization**

Some majors may include an area of specialization. A specialization consists of a sequence of a minimum of 15 credit hours of course work within the major. Course work must include a minimum of nine upper divisional level (300+) credits and students must complete courses as indicated in the catalog. Where appropriate, the transcript shall indicate the major and the specialization.

**Degrees**

The following degrees are offered by Lynn University upon completion of degree requirements:

**Bachelor's Degrees**

Bachelor of Arts (B.A.) in Criminal Justice, Political Science, Advertising and Public Relations, Communication and Media (Evening Only), Communication and Emerging Media, Drama, Film and Television and Multimedia Journalism.

Bachelor of Science (B.S.) in Biology, Environmental Studies, Forensic Science, Psychology, Business Administration (Evening Only), Hospitality Management, Sports Management, Aviation Management, Entrepreneurship, Event Management, Fashion and Retail, International Business Management, Investment Management, Marketing, Elementary Education Grades K-6 and Multimedia Design.

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

**Graduate Degrees**

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

Master of Education (M.Ed.) in Educational Leadership and Exceptional Student Education.

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

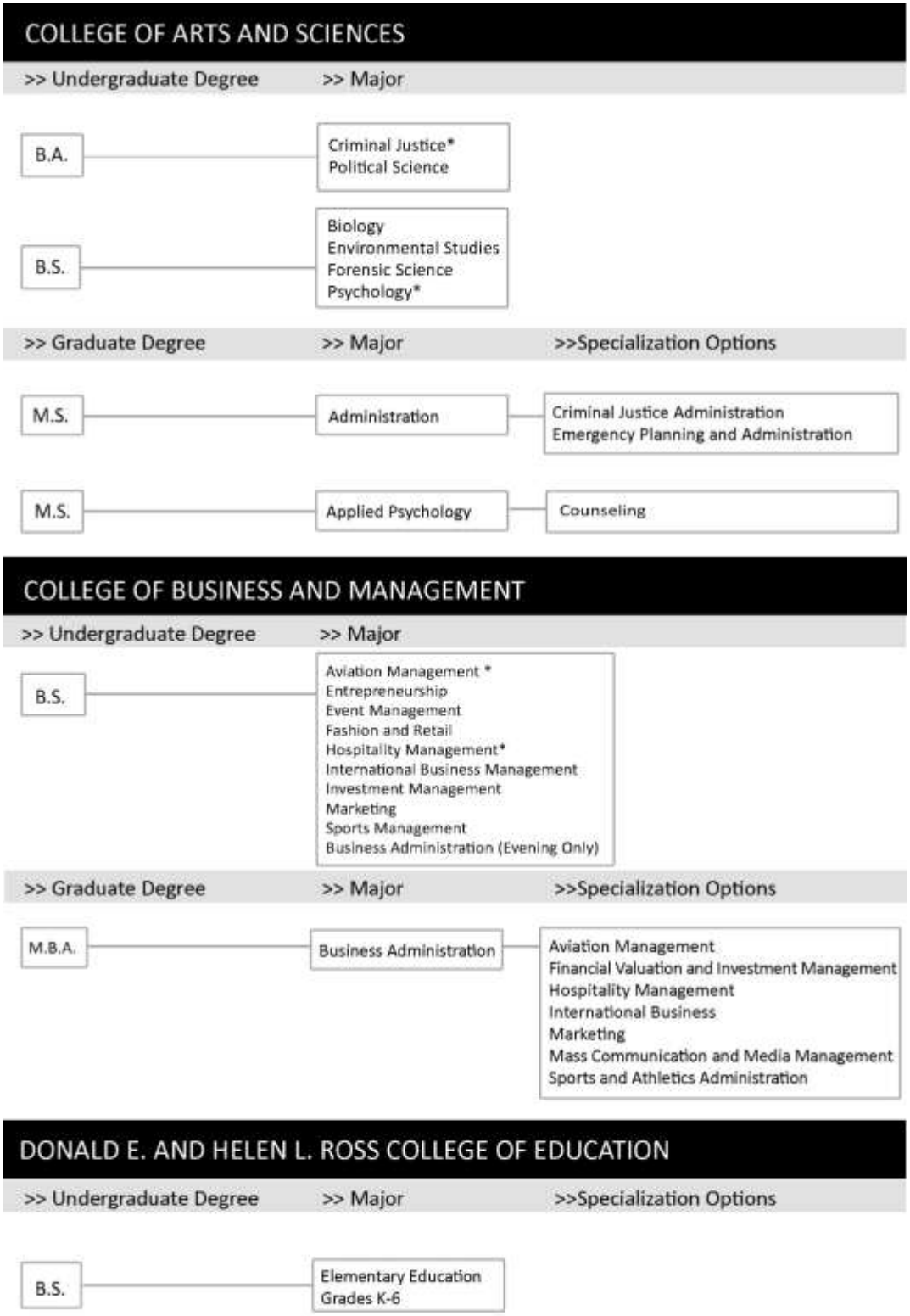
Master of Music (M.M.) in Performance, Instrumental Collaborative Piano and Composition.

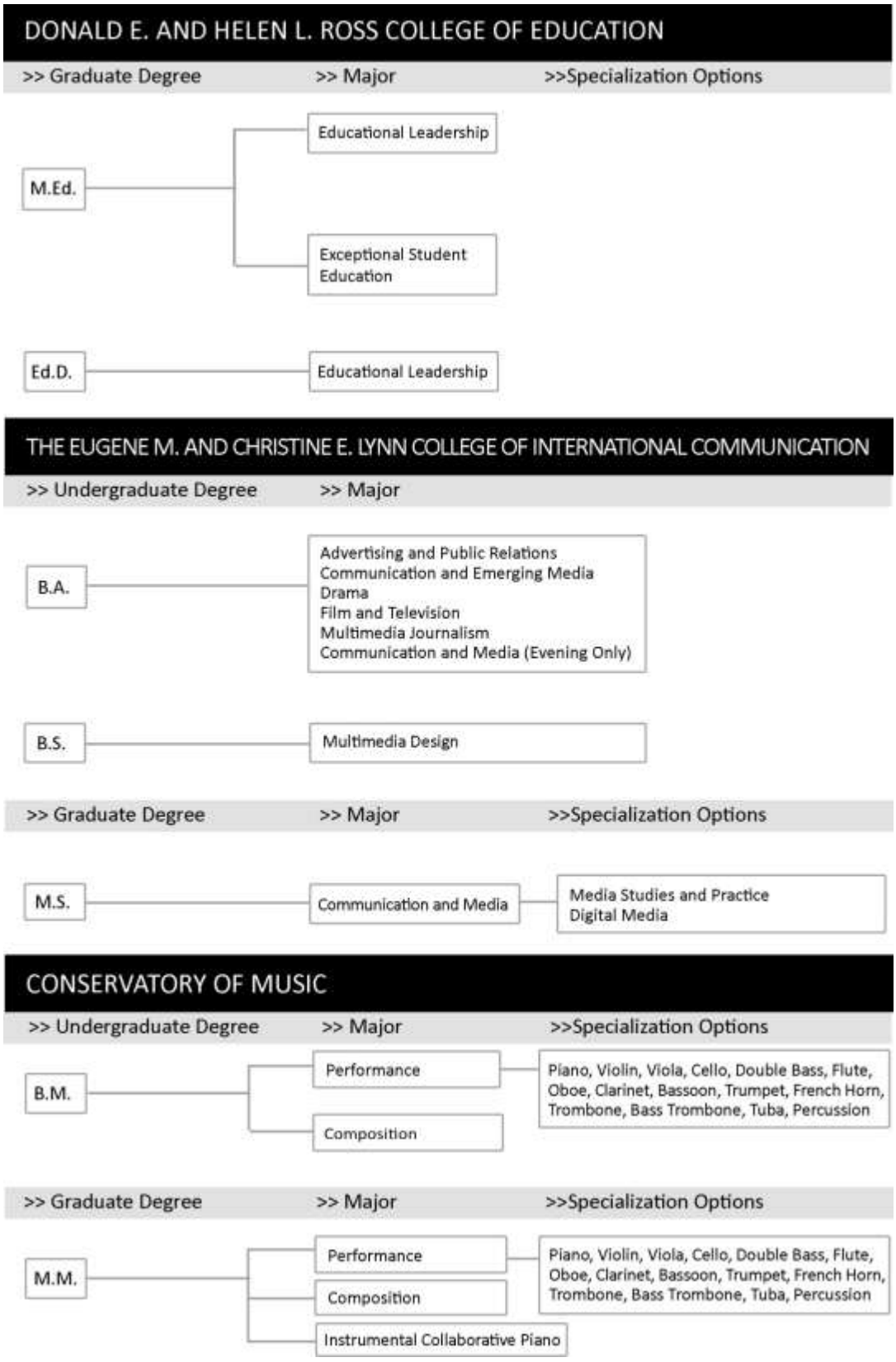
**Doctoral Degrees**

Doctorate of Education (Ed.D.) Educational Leadership.

## Academic Organization

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






*Also available in the evening undergraduate degree program. Business Administration and Communication and Media degrees are also offered.

Note: In addition to the degree programs, a graduate certificate is available in Digital Media through the Eugene M. and Christine E. Lynn College of International Communication; undergraduate certificates in Hotel Management, Restaurant Management and Hospitality Marketing, and a graduate certificate in Hospitality Management is available through the College of Business and Management; and the Professional Performance Certificate is available through the Conservatory of Music.

Chapter VIII. Section 1.

# Undergraduate Day Division

## Undergraduate Curriculum

**GENERAL EDUCATION AND STUDY IN THE MAJOR**

**Perspectives and Academic Skills**

The university believes that a liberal arts education is an essential foundation for, and complement to, its many career-oriented programs. General education and study in the major contribute to achieving the university's overall educational purpose: To produce graduates who possess knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for lifelong learning.

General education knowledge and academic skills are developed within a diverse learning community of students and faculty in order to foster diversity of thought and provide the opportunity to integrate varied perspectives, experiences and breadth of learning. The major provides in-depth learning within a discipline or group of disciplines and further develops perspectives and academic skills. General education and education in the major contribute to students attaining the following baccalaureate degree competencies:

**Perspectives**

- Acquisition of an outlook that shows reflective respect for individual differences, diversity of opinion and thought, multicultural and global awareness, and breadth and depth of learning.
- Ability to cultivate the development of values and ethical consciousness for responsible participation in a complex, changing society.
- Awareness of and appreciation for people, cultures and contemporary issues in preparation for participation in global transformations.
- Breadth of learning in a variety of disciplines that informs judgments and encourages inquiry.
- Depth and application of learning in a discipline or group of disciplines (mastery of specialized knowledge) to effectively serve and lead in a chosen profession.
- Preparation for positions of responsibility and leadership as productive global citizens who value lifelong learning.

**Academic Skills**

- Communication: Reading, writing, speaking and interpersonal/relationship skills.
- Mathematical Computation: Computing, interpreting and drawing conclusions from quantitative data.
- Computer Technology: Using computing hardware and software applications as tools in personal and professional environments.
- Information Literacy: Identifying, locating, evaluating and using relevant information.
- Intellectual Strategies: Problem-solving, critical and creative thinking and inquiry.

## Day Student Core Curriculum
### The Dialogues of Learning

| | Credits |
|---|---|
| Dialogue of Belief and Reason (DBR) | |
| DBR 100 | 3 |
| DBR 200 | 3 |
| DBR 300 | 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 |
| 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
Three (3) J-Terms including One (1) Citizenship Project One (1) Language and Culture and One (1) Career Preparation

Total Credits 66*

* Dialogue course requirements may be embedded within the major.

**THE DIALOGUES OF LEARNING**

**Core Curriculum for Full Time Undergraduate Program**

As an institution that excels in interactive learning and innovative pedagogies, Lynn University's core curriculum, the *Dialogues of Learning,* offers students the opportunity to develop the skills, knowledge and perspective essential to their intellectual, personal and professional education. The *Dialogues* offers an innovative approach to general education that integrates liberal and professional study, knowledge and skills acquisition, and multidisciplinary perspectives and methods within a four-year developmental and outcomes-based curriculum.

The origin of all learning is questioning; thinking, asking, wondering why. Whether talking to ourselves or to others, dialogue is the medium through which we all learn, create, acquire and understand. At a time when the sheer volume of information is ever increasing, the essential skills of reasoning, analysis, reflection and the art of discourse remain essential. In the aesthetic dimensions of human imagination and creation, curiosity, wonderment and inspiration arise from sensory interactions and dialogues of self-expression. In addition, for every known fact or accepted truth, there is always a need to question, to constantly ask why, or else we surrender not only our capacity to think, but also our ability to learn, change and grow.

In that spirit, Lynn University's core curriculum views dialogue, philosophically and pedagogically, as the basis for all learning. Using a thematic approach to the perennial questions and goals of liberal education, the core centers on three comprehensive domains of human thought, expression and action:

*Dialogues of Self and Society*
*Dialogues of Belief and Reason*
*Dialogues of Justice and Civic Life*

Additionally, students are also required to take courses in the *Dialogues of Quantitative Reasoning* and *Dialogues of Scientific Literacy*. These two core knowledge areas are essential to engaged and informed citizenship in the 21st century. These courses are designed to give students the ability to understand and analyze quantitative information and scientific knowledge. 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 a historical and contemporary perspective.
- Integrate critical thinking and communication skills, information literacy, and technological literacy into every course.
- Structure the acquisition of both skills and knowledge in a four year progressively challenging and sequential schema that includes course work in the major and general education.

Courses in the three main Dialogue areas (Belief and Reason; Justice and Civic Life; and Self and Society), are offered from both the American perspective and Global perspective.

**American Perspective**

Courses within the American perspective place value on the history and development of American society. This knowledge is inherent for informed and engaged citizenship. Courses within this perspective provide students with the opportunity to gather knowledge about American culture, history, politics, society and economics, relevant to our globalizing society. These courses also demonstrate an appreciation of and respect for American institutions and values through course content and assignments. Coursework reflects the processes, conditions and implications of American citizenship, providing an understanding of the role of the nation in global affairs. In order to achieve this goal the Dialogues of Belief and Reason, Justice and Civic Life, and Self and Society at the 100 level are taught from the American perspective.

**Global Perspective**

Courses within the Global perspective place value on the interconnectedness and inherent value of any culture, country or locale. These seminars furnish the opportunity for students to gather knowledge about cultures, histories, languages, politics, societies and economies, relevant to our globalizing society. Courses within the Global perspective demonstrate an appreciation of and respect for diverse global cultures through course content and assignments. Coursework reflects the processes, conditions and implications of cross- and inter-cultural interactions, providing an understanding of global citizenship. In order to achieve this goal the Dialogues of Belief and Reason, Justice and Civic Life, and Self and Society at the 200 level are taught from the Global perspective.

**Writing**

Courses in the three main Dialogue areas (Belief and Reason; Justice and Civic Life; and Self and Society) place strong emphasis on the enhancement of students writing skills. Through writing exercises, editing, and revisions students will learn the writing process and amplify their skills. An importance on proper format, grammar, style and form will be placed. All dialogues courses at the 100 level in Justice and Civic Life, and at the 200 level in Belief and Reason focus on the conventions of writing.

**Structure and Requirements**

The Dialogues of Learning include student learning outcomes in critical thinking, communications skills, information literacy and technological literacy. These outcomes are defined and measured based upon institutional-wide rubrics for each skill area that are developmental, requiring increasing levels of competency and ability.

During the first two years, the *Dialogues* engage students in common and core principles, ideas, people, concepts, great works, etc. that we believe are essential to a liberal education. Seminars are structured for coherency and interdisciplinary perspectives through a combination of a common curricula and special topics; at least 50 percent of the course will contain common material and the remaining 50 percent will examine how these core principles and knowledge are applied in a diversity of disciplines.

In the third and fourth years, the Dialogue courses become increasingly integrated with the major fields of study with higher levels of skills acquisition and application with more in-depth content and focus. Students must complete two courses, one at the 300–level, and one at the– 400 level, in all five Dialogue areas (Belief and Reason; Justice and Civic Life; Self and Society; Quantitative Reasoning; and Scientific Literacy).

**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, the January Term. The dates for January term 2015 are January 5 through January 23. Students are responsible for taking one Citizenship Project, one Career Preparation, and one Language and Culture course throughout their time at Lynn University.

**The Citizenship Project**

During the January Term or J-Term, all first year students will take a course in our inaugural program, The Citizenship Project. Courses in The Citizenship Project focus on a civic issue, problem or topic and will engage in experiential learning opportunities and community service work with local, community-based partners. Thematic areas for the courses include homelessness, environmental sustainability and urban renewal. Failure to complete this requirement by the end of the student's first year will result in dismissal from the university.

**Language and Culture**

Language and Culture courses will emphasize either: language acquisition with some reference to cultural matters; or a broader cultural survey of the target society with some "survival language" training included. Students will use an online language program. This platform is designed to reinforce conversation practice provided by native speakers. These courses provide some basic conversational language capabilities, nested in a study of, and experience of, the music, art, food, social relationships, politics, etc. of the target culture.

**Career Preparation**

Within the Career Preparation theme, there are two tracks. The first involves directly preparing students for post-graduation employment; and the second prepares students to apply for, and enter, more advanced studies. Courses in Career Preparation for the workplace will include, but not be limited to, resume and cover letter preparation; interviewing skills; a Myers-Briggs Type Indicator personality profile; work/business etiquette; and "dress for success" training. Additionally, they may include site visits, and guest speakers, from the chosen career field. Courses in Career Preparation for post-baccalaureate education will include, but not be limited to, preparation for the GRE, MCAT or LSAT exams; matching career goals and expectations to graduate programs; the importance of the application timeline; and CV, letter of introduction and interviewing protocol.

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

The Garden of Good and Evil
Justice and Genocide in Global Context
Give Me Liberty & Give Me Justice
Clashing Issues in the Formation of the U.S., 1607-1865
What Will Become of the Children: Social Location and Life Chance
Ethical Decision Making Through the Cinematic Process
The Journey towards Equality in U.S.: From King to Obama
Florida & Immigration
Equality & Justice in Non-Western Cultures
Murder, They Wrote
Identity in American Youth Films
All the Things I Know About Myself I Learned From Dr. Seuss
The Emerging Self in The 1960s
American Popular Culture
The Responsible Citizen: Awareness and Action in Today's Global Society
Culture & Communication
Naked Masks: Self Behind the Image
Autobiography & the Construction of Self
The Namesake
Digital Identity
A Search for Self Through Drama Games
Self & Society: Identities in Crisis
Self as Learner

**LISTED BELOW ARE THE COURSES THAT MEET DIALOGUE DOUBLE COUNT REQUIREMENTS:**

| | | |
|---|---|---|
| AVM 431 | GLOBAL AVIATION REGULATIONS AND LAW | DJCG 400 |
| AVM 481 | AVIATION SEMINAR | DJCG 400 |
| BUS 317 | SPORTS LAW AND RISK MANAGEMENT | DJCA 300 |
| BUS 322 | STATISTICS FOR BUSINESS & ECONOMICS | DQR 300 & DSL 300 |
| BUS 350 | HUMAN RESOURCE MANAGEMENT | DSSA 300 |
| BUS 372 | LEGAL ENVIRONMENT OF BUSINESS | DJCA 300 |
| BUS 408 | POLITICAL AND CULTURAL DIMENSIONS OF GLOBAL MARKETS | DJCG 400 |
| BUS 414 | SPORTS GOVERNANCE | DJCA 400 |
| BUS 425 | OPERATIONS MANAGEMENT | DQR 400 & DSL 400 |
| BUS 433 | WILLS, TRUSTS AND FAMILY CORPORATE STRUCTURES | DJCA 400 |
| BUS 475 | MERGERS, ACQUISITIONS AND INTEGRATION | DJCG 400 |
| CMS 350 | SPREADSHEET DESIGN | DQR 300 |
| COM 304 | INVESTIGATIVE JOURNALISM | DJCG 300 |
| COM 305 | IMPACT OF DEVELOPING MEDIA ON SOCIETY | DSSG300 |
| COM 310 | APPLIED MEDIA | DSSA 300 |
| COM 313 | THEATRICAL DESIGN & PRODUCTION | DQR 300 |
| COM 323 | HISTORY OF THE THEATER | DSSG 300 |
| COM 335 | FILM HISTORY | DSSG 300 |
| COM 336 | HISTORY RADIO, TV & INTERNET | DSSG 300 |
| COM 341 | PERSUASION & PROPAGANDA | DJCA 300 |
| COM 350 | COMMUNICATION LAW AND ETHICS | DJCA 300 |
| COM 360 | COMMUNICATION THEORIES | DBRA 300 |
| COM 373 | VOICE AND MOVEMENT | DSL 300 |
| COM 375 | ADVERTISING, PR & SOCIETY | DSSA 300 |
| COM 410 | FILM THEORY | DSSG 400 |
| COM 414 | DOCUMENTARY PRODUCTION | DSSA 400 |
| COM 421 | COMMUNICATION & SOCIAL CHANGE | DJCA 400 |
| COM 430 | INTERNATIONAL FILM | DBRG 400 |
| COM 436 | GENDER COMMUNICATION | DBRG 400 |
| COM 451 | INTERCULTURAL COMMUNICATION | DSSG 400 |
| COM 475 | SENIOR COMMUNICATION CAPSTONE | DJCG 400 |
| COM 476 | ADVERTISING AND PUBLIC RELATIONS SENIOR CAPSTONE | DJCG 400 |
| COM 477 | COMMUNICATION AND EMERGING MEDIA SENIOR CAPSTONE | DJCG 400 |
| COM 478 | DRAMA SENIOR CAPSTONE | DJCG 400 |
| COM 482 | MULTIMEDIA DESIGN SENIOR CAPSTONE | DJCG 400 |
| COM 483 | MULTIMEDIA JOURNALISM SENIOR CAPSTONE | DJCG 400 |
| COM 484 | FILM AND TELEVISION SENIOR CAPSTONE | DJCG 400 |
| COM 492 | STRATEGIES IN ADVERTISING RESEARCH | DQR 400 |
| CRJ 310 | FORENSIC SCIENCE | DSL 300 |
| CRJ 330 | LAW AND THE COURTS | DJCA 300 |
| CRJ 400 | GENDER, CRIME AND CRIMINAL JUSTICE | DSSG 400 |
| CRJ 420 | ETHICS IN CRIMINAL JUSTICE | DJCA 400 |
| CRJ 450 | RESEARCH IN CRIMINAL JUSTICE | DQR 400 |
| DBRG 300 | MAGIC, SCIENCE AND RELIGION | DSL 300 |
| DBRG 300 | UNINTELLIGENT DESIGN | DSL 300 |
| DQR 300 | ENVIRONMENTAL SUSTAINABILITY | DSL 300 |
| ENG 311 | CREATIVE WRITING | DBRG 300 |
| ENG 325 | SHAKESPEARE | DBRG 300 |
| ENG 340 | BRITISH LITERATURE I | DSSG 300 |
| ENG 350 | MULTICULTURAL LITERATURE | DSSG300 |
| ENG 405 | SEMINAR IN GENDER & LITERATURE | DSSG 400 |
| ENV 368 | PHYSICAL ANTHROPOLOGY | DSL 300 |
| ENV 450 | CAPSTONE IN ENVIRONMENTAL STUDIES | DJCG 400 & DSL 400 |
| ESL 330 | CROSS CULTURAL COMMUNICATIONS | DSSA 300 |
| FOR 330 | FINANCIAL INVESTIGATIONS | DQR 300 |
| FOR 440 | FORENSIC PATHOLOGY | DSL 400 |
| FOR 450 | FORENSIC CASE STUDIES | DSSA 400 |
| FOR 495 | CAPSTONE IN FORENSIC SCIENCE | DJCA 400 |
| GVC 375 | HISTORY OF PHOTOGRAPHY | DSSG 300 |
| GVC 442 | ADVANCED DIGITAL ART | DSSG 400 |
| HA 311 | MANAGING ACCOUNTING FOR HOSPITALITY | DQR 300 |
| HA 313 | SPORTS LAW AND RISK MANAGEMENT | DJCA 300 |
| HA 413 | POLICY, ETHICS AND SPORTS | DSSA 400 |
| HA 481 | HOSPITALITY INDUSTRY SEMINAR | DJCG 400 |
| HIS 332 | HISTORY OF AMERICAN CAPITALISM | DJCA 300 |
| HIS 360 | THE AMERICAN EXPERIENCE THROUGH FILM | DSSA 300 |
| HIS 481 | SEMINAR IN HISTORY:MOCK CONGRESS | DJCA 400 |
| HS 301 | SOCIAL PROBLEMS & POLICY | DJCA 300 |
| HS 482 | HUMAN SERVICES SENIOR SEMINAR | DJCA 400 |
| HUM 335 | WORLD RELIGIONS | DBRG300 |

| | | |
|---|---|---|
| HUM 340 | PHILOSOPHY AND POPULAR CULTURE | DBRG 300 |
| HUM 350 | AMERICAN PHILOSOPHY | DBRA 300 |
| HUM 420 | ETHICAL DECISION MAKING | DBRG400 |
| INB 390 | GLOBAL BUSINESS ENTERPRISE | DSSG 300 |
| IRPS 310 | INTERNATIONAL LAW | DJCG 300 |
| IRPS 325 | INTERNATIONAL DIPLOMACY | DSSG 300 |
| IRPS 330 | POLITICS OF DEVELOPMENT | DSSG 300 |
| IRPS 360 | POLITICS OF INDIGINOUS PEOPLES | DBRG 300 |
| IRPS 475 | CONTEMPORARY ISSUES IN INTERNATIONAL RELATIONS | DBRG 400 |
| IRPS 483 | SEMINAR IN INTERNATIONAL RELATIONS | DJCG 400 |
| MAT 320 | METHODS OF CALCULUS | DQR 300 |
| MKT 410 | CONSUMER & ORGANIZATIONAL BEHAVIOR | DSSG 400 |
| MKT 420 | THE EVOLUTION OF FASHION AND RETAIL | DSSG 400 |
| POL 302 | COMPARATIVE AND REGIONAL POLITICS | DSSG 300 |
| POL 402 | CRITICAL ISSUES IN POLITICS | DSSA 400 |
| POL 385 | GLOBAL ENVIRONMENTAL POLICY & JUSTICE | DJCG 300 & DSL 300 |
| POL 495 | CAPSTONE IN SOCIAL JUSTICE | DJCG 400 |
| PSY 315 | PSYCHOLOGY TEST & MEASUREMENT | DQR 300 & DSL 300 |
| PSY 360 | SOCIAL PSYCHOLOGY | DSSG 300 |
| PSY 361 | CURRENT PERSPECTIVES IN SUBSTANCE ABUSE | DSL 300 & DSSA 300 |
| PSY 370 | ABNORMAL PSYCHOLOGY | DSSA 300 |
| PSY 420 | PHYSIOLOGICAL PSYCHOLOGY | DSL 400 |
| PSY 440 | RESEARCH & STATISTICS IN PSYCHOLOGY | DQR 400 |
| PSY 460 | EXPERIMENTAL PSYCHOLOGY | DQR 400 |
| PSY 490 | SEMINAR IN PSYCHOLOGY | DJCG 400 |
| PSY 495 | CAPSTONE IN PSYCHOLOGY | DJCG 400 |
| SCI 350 | PHYSICS I & LAB | DQR 400 |
| SCI 360 | ECOLOGY & LAB | DJCG 300 |
| SCI 390 | ORGANIC CHEMISTRY I & LAB | DSL 300 |
| SCI 391 | ORGANIC CHEMISTRY II & LAB | DSL 300 |
| SCI 460 | MOLECULAR BIOLOGY & LAB | DJCG 400 |
| SCI 490 | BIOLOGY SENIOR SEMINAR | DJCG 400 |
| SCI 491 | EVOLUTION | DSSG 400 |
| SOC 335 | CONTEMPORARY SOCIAL PROBLEMS | DJCG 300 |
| SOC 450 | RACE AND ETHNICITY | DSSG 400 |
| | GREAT POLAR EXPEDITIONS | DJCG 300 & DSL 300 |

**Certificate in International Perspectives and Citizenship**

Lynn students have the opportunity to earn the *Certificate in International Perspectives and Global Citizenship* recognizing student attainment in global learning. In order to earn the certificate, students must:

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

The Office of the Registrar, will monitor certification requirements for students who apply for the certification.

**VARIABLE CONTENT COURSES**

A course passed more than twice cannot count towards financial aid eligibility. However, the following are variable content courses and may be taken multiple times towards degree completion.

| | |
|---|---|
| BUS 297 | INDEPENDENT STUDY |
| BUS 370 | BUSINESS - SPECIAL TOPICS |
| BUS 371 | FASHION INDUSTRY TOUR |
| BUS 397 | INDEPENDENT STUDY |
| BUS 497 | INDEPENDENT STUDY |
| BUS 498 | BUSINESS INTERNSHIP I |
| BUS 499 | BUSINESS INTERNSHIP II |
| COM 299 | TOPICS IN COMMUNICATION |
| COM 399 | ISSUES IN COMMUNICATION |
| CRJ 495 | SPECIAL TOPICS IN CRIMINAL JUSTICE |
| ENG 420 | TOPICS IN LITERATURE |
| ENV 490 | SEMINAR IN ENVIRONMENTAL SCIENCE |
| FOR 490 | SEMINAR IN FORENSIC SCIENCE |
| GVC 299 | TOPICS IN GRAPHICS AND VISUAL COMMUNICATION |
| GVC 399 | ISSUES IN GRAPHICS AND VISUAL COMMUNICATION |
| HA 300 | HOTEL – SPECIAL TOPICS |
| HA 301 | RESORT – SPECIAL TOPICS |
| HA 490 | HOSPITALITY INTERNSHIP |
| HA 493 | ADVANCED INTERNSHIP IN RESORT & HOTEL MGMT |
| HA 494 | ADVANCED INTERNSHIP IN SPORTS MANAGEMENT |
| HA 499 | INDEPENDENT STUDY IN HOSPITALITY |
| HIS 482 | HISTORY SEMINAR |
| INB 496 | INTERNATIONAL STUDIES IN BUSINESS |
| IRPS 495 | SPECIAL PROJECTS/INTERNSHIPS |
| MUG 297 | INDEPENDENT STUDY |
| MUG 390 | MUSIC INTERNSHIP |
| MUR 301 | PERFORMANCE FORUM |
| MUS 100 | ELECTIVE IN INSTRUMENTAL LESSON |
| MUS 201 | APPLIED INSTRUMENT |
| MUS 311 | SMALL ENSEMBLE |
| MUS 321 | LARGE ENSEMBLE |
| MUS 323 | WIND ENSEMBLE |
| MUS 325 | ORCHESTRAL REPERTOIRE |
| MUS 401 | APPLIED INSTRUMENT |
| POL 490 | SEMINAR IN POLITICAL SCIENCE |
| PSY 490 | SEMINAR IN PSYCHOLOGY |
| SCI 495 | SPECIAL TOPICS IN SCIENCE |

# COLLEGE OF ARTS AND SCIENCES

**MISSION STATEMENT**

The mission of the College of Arts and Sciences embraces the time-honored traditions of a liberal arts education by providing both depth and breadth of academic study. The University's innovative core curriculum, The Dialogues of Learning, exemplifies this goal in its ability to acquaint students with the great works of fiction and non-fiction from the ancient times to the contemporary world. Equally essential to the Dialogues of Learning and to the mission of the College is to provide students with the skills in critical thinking, writing, oral expression and research methodology that will prepare them to become lifelong learners in both their academic careers and beyond. The diversity of the majors of the College also reflects its vision. From Environmental Studies and Political Science to Biology, Criminal Justice, Forensic Science, and Psychology, the College offers students opportunities to explore these majors and their prospective careers through traditional classroom settings, as well as experientially through field trips, guest speakers, internships, and study tours. In all its programs and curricula, the College seeks to support the University's international and multicultural perspectives, thereby preparing students for responsible living in the twenty-first century.

**UNDERGRADUATE PROGRAM**

The following undergraduate degree programs are offered: Bachelor of Arts with a major in Criminal Justice; Bachelor of Arts with a major in Political Science, Bachelor of Science with a major in Biology, Bachelor of Science with a major in Environmental Studies, Bachelor of Science with a major in Forensic Science and Bachelor of Science with a major in Psychology.

# BACHELOR OF ARTS (B.A.)

## 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.
It provides a curriculum that focuses on interpreting norms, mores, laws and rules that govern behavior in a civil society and helps students develop a general understanding of a systems process within criminal justice. The program introduces students to diverse crime and causation theories, emphasizes the critical examination and evaluation of the ethical implications of various societal issues.

Through the Criminal Justice program, students examine 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. 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. Graduates of the Criminal Justice program are able to apply ethical values in a diverse, complex and interconnected society and leave Lynn University with the knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership.

**MAJOR: CRIMINAL JUSTICE - DEGREE REQUIREMENTS**

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **54 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS: CRIMINAL JUSTICE** | | **45 CREDITS** |
|---|---|---|
| ___ CRJ 101 | INTRODUCTION TO CRIMINAL JUSTICE | 3 |
| ___ CRJ 202 | POLICING IN AMERICA | 3 |
| ___ CRJ 302 | ISSUES IN CORRECTIONS | 3 |
| ___ CRJ 320 | CRIMINOLOGY | 3 |
| ___ CRJ 330 | LAW AND THE COURTS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ CRJ 496 | VICTIMOLOGY | 3 |
| ___ FOR 130 | INTRODUCTION TO FORENSIC SCIENCE | 3 |
| ___ HUM 420 | ETHICAL DECISION MAKING (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ___ IRPS 220 | GLOBAL HUMAN RIGHTS | 3 |
| ___ POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ___ POL 495 | CAPSTONE IN SOCIAL JUSTICE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| ___ PSY 100 | HUMAN BEHAVIOR | 3 |
| ___ PSY 370 | ABNORMAL PSYCHOLOGY (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ SOC 200 | RESEARCH METHODS | 3 |
| ___ SOC 335 | CONTEMPORARY SOCIAL PROBLEMS (ALSO MEETS DJCG 300 REQUIREMENT) | 3 |

| **FREE ELECTIVES** | **21 CREDITS** |
|---|---|
| ___ FREE ELECTIVE | 18 |
| ___ UPPER LEVEL ELECTIVE 300+ | 3 |

**TOTAL CREDITS 120**

# CRIMINAL JUSTICE (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | FOR 130 | FOR 130 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| CRJ 101 | CRJ 101 | CRJ 202 | CRJ 202 |
| POL 100 | PSY 100 | PSY 100 | POL 100 |

## J-Term 1

Citizenship Project

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 200 | DSS 200 | DSS 200 | DBR 200 |
| DQR 300 | DSL 300 | DSL 300 | DQR 300 |
| CRJ 302 | CRJ 302 | CRJ 330 | CRJ 330 |
| CRJ 320 | CRJ 320 | Elective | Elective |
| SOC 200 | IRPS 220 | IRPS 220 | SOC 200 |
| Elective | Elective | Elective | Elective |

## J-Term 2

Language & Culture and Elective

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 300 | DBR 300 | POL 495 | POL 495 |
| DSS 400 | HUM 420 | HUM 420 | DSS 400 |
| DQR 400 | DSL 400 | DSL 400 | DQR 400 |
| CRJ 496 | CRJ 496 | Elective | Elective |
| PSY 370 | SOC 335 | SOC 335 | PSY 370 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |

## J-Term 3

Career Preparation

# CRIMINAL JUSTICE (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | POL 100 | PSY 100 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| CRJ 101 | CRJ 101 | CRJ 202 | CRJ 202 |
| PSY 100 | POL 100 | FOR 130 | FOR 130 |

## J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | IRPS 220 | IRPS 220 | DBR 200 |
| SOC 200 | Elective | Elective | SOC 200 |
| Elective | Elective | Elective | Elective |

## J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| PSY 370 | SOC 335 | SOC 335 | PSY 370 |
| CRJ 320 | CRJ 320 | CRJ 330 | CRJ 330 |
| CRJ 302 | CRJ 302 | DBR 300 | DBR 300 |
| DQR 300 | DSL 300 | DSL 300 | DQR 300 |
| Elective | Elective | Elective | Elective |

## J-Term 3

| |
|---|
| Career Preparation |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| CRJ 496 | CRJ 496 | POL 495 | POL 495 |
| DSS 400 | HUM 420 | HUM 420 | DSS 400 |
| DQR 400 | DSL 400 | DSL 400 | DQR 400 |
| Upper Level Elective | Upper Level Elective | Elective | Elective |
| Optional Elective | Optional Elective | Optional Elective | Optional Elective |

## J-Term 4

| |
|---|
| Optional |

# BACHELOR OF ARTS (B.A.)

# MAJOR: POLITICAL SCIENCE

The Political Science program at Lynn University is rooted in the liberal arts and offers students a course of study that has both depth and breadth. Coursework in the major encompasses the traditional areas of Political Science but, unlike some Political Science programs, the major entails an integrated approach that does not isolate the subfields from each other or from those of other disciplines. The mission of the program is also to offer substantive areas of study that are complimented by a strong emphasis on critical and independent thinking about politics, history, international affairs, and public life among our majors and the student body in general.

The Political Science program also serves a central role in the larger mission of the university to prepare all students to contribute to the local, national, and global communities in positive ways. The Political Science faculty members are not only committed to this mission but to offering a student-oriented, personalized, innovative, and challenging program. Political Science majors at Lynn University will gain knowledge and exposure to politics through courses that integrate lectures, classic and contemporary readings, dialogues, technology, and experiential learning in the form of field research, study tours, the Model UN, guest lecturers, role-playing simulations, and internships.

**MAJOR: POLITICAL SCIENCE- DEGREE REQUIREMENTS**

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **48 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS: POLITICAL SCIENCE** | | **45 CREDITS** |
|---|---|---|
| ___CRJ 330 | LAW & THE COURTS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___HUM 420 | ETHICAL DECISION MAKING (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ___IRPS 220 | GLOBAL HUMAN RIGHTS | 3 |
| ___POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ___POL 101 | GOVERNMENT & LEADERSHIP | 3 |
| ___POL 201 | PUBLIC POLICY | 3 |
| ___POL 202 | POLITICAL THEORIES & IDEOLOGIES | 3 |
| ___POL 301 | DIPLOMACY & CONFLICT RESOLUTION | 3 |
| ___POL 302 | COMPARATIVE & REGIONAL POLITICS (ALSO MEETS DSSG 300 REQUIREMENT) | 3 |
| ___POL 385 | GLOBAL ENVIRONMENTAL POLITICS AND JUSTICE (ALSO MEETS DJCG 300 & DSL 300) | 3 |
| ___POL 401 | POLITICAL ECONOMY | 3 |
| ___POL 402 | CRITICAL ISSUES IN POLITICS (ALSO MEETS DSSA 400 REQUIREMENT) | 3 |
| ___POL 495 | CAPSTONE IN SOCIAL JUSTICE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| ___PSY 100 | HUMAN BEHAVIOR | 3 |
| ___SOC 200 | RESEARCH METHODS | 3 |

| **FREE ELECTIVES** | **27 CREDITS** |
|---|---|
| ___ FREE ELECTIVE | 18 |
| ___ UPPER LEVEL ELECTIVE (300+) | 9 |

**TOTAL CREDITS 120**

# POLITICAL SCIENCE (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | POL 101 | POL 101 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| Elective | Elective | Elective | Elective |
| POL 100 | PSY 100 | PSY 100 | POL 100 |

**J-Term 1**

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 200 | DSS 200 | DSS 200 | DBR 200 |
| DQR 300 | Upper Level Elective | Upper Level Elective | DQR 300 |
| IRPS 220 | SOC 200 | SOC 200 | IRPS 220 |
| POL 202 | POL 202 | POL 201 | POL 201 |
| POL 301 | POL 301 | POL 302 | POL 302 |
| Elective | Elective | Elective | Elective |

**J-Term 2**

| Language & Culture and Elective |
|---|

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| POL 401 | POL 401 | POL 495 | POL 495 |
| POL 402 | POL 402 | POL 385 | POL 385 |
| DQR 400 | DSL 400 | DSL 400 | DQR 400 |
| DBR 300 | DBR 300 | HUM 420 | HUM 420 |
| CRJ 330 | Upper Level Elective | Upper Level Elective | CRJ 330 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |

**J-Term 3**

| Career Preparation |
|---|

# POLITICAL SCIENCE (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | POL 101 | POL 101 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| POL 100 | PSY 100 | PSY 100 | POL 100 |
| Elective | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | POL 201 | POL 201 | DBR 200 |
| SOC 200 | IRPS 220 | IRPS 220 | SOC 200 |
| POL 202 | POL 202 | Elective | Elective |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DQR 300 | CRJ 330 | CRJ 330 | DQR 300 |
| POL 301 | POL 301 | POL 302 | POL 302 |
| DBR 300 | Upper Level Elective | Upper Level Elective | DBR 300 |
| POL 385 | Elective | Elective | POL 385 |
| Elective | Elective | Optional Elective | Optional Elective |

### J-Term 3

| |
|---|
| Career Preparation |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DQR 400 | DSL 400 | DSL 400 | DQR 400 |
| POL 401 | POL 401 | HUM 420 | HUM 420 |
| POL 402 | POL 402 | POL 495 | POL 495 |
| Optional Elective | Optional Elective | Elective | Elective |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |

### J-Term 4

| |
|---|
| Optional |

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# BACHELOR OF SCIENCE (B.S.)

## MAJOR: BIOLOGY

The Bachelor of Science in Biology is designed for students whose career goals generally involve professional education beyond the bachelor's degree. These careers include, but are not limited to, allopathic, osteopathic, dental, veterinary and podiatric medicine; pharmaceutics; physical therapy; occupational therapy; optometry; chiropractics; environmental science/health; as well as physician's assistant; and positions in research, education and industry.

**MAJOR: BIOLOGY - DEGREE REQUIREMENTS**

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 300 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

*ALL DSL REQUIREMENTS WILL BE MET IN THE MAJOR FOR BIOLOGY STUDENTS

| **MAJOR REQUIREMENTS: BIOLOGY** | | **63 CREDITS** |
|---|---|---|
| ___ HUM 420 | ETHICAL DECISION MAKING (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ___ MAT 320 | METHODS OF CALCULUS (ALSO MEETS DQR 300 REQUIREMENT) | 4 |
| ___ POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ___ PSY 100 | HUMAN BEHAVIOR | 3 |
| ___ 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 AND LAB | 4 |
| ___ SCI 290 | MENDENELIAN AND POPULATION GENETICS AND LAB | 4 |
| ___ SCI 325 | MICROBIOLOGY AND LAB | 4 |
| ___ SCI 350 | PHYSICS I AND LAB (ALSO MEETS DQR 400 REQUIREMENT) | 4 |
| ___ SCI 360 | ECOLOGY AND LAB (ALSO MEETS DJCG 300 REQUIREMENT) | 4 |
| ___ SCI 390 | ORGANIC CHEMISTRY I AND LAB | 4 |
| ___ SCI 460 | MOLECULAR BIOLOGY AND LAB (ALSO MEETS DJCG 400 REQUIREMENT) | 4 |
| ___ SCI 491 | EVOLUTION (ALSO MEETS DSSG 400 REQUIREMENT) | 3 |
| ___ SOC 200 | RESEARCH METHODS | 3 |

| **FREE ELECTIVES** | **21 CREDITS** |
|---|---|
| ___ FREE ELECTIVE | 12 |
| ___ UPPER LEVEL ELECTIVE (300+) | 9 |

**TOTAL CREDITS 120**

# BIOLOGY (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | DJC 100 | DJC 100 |
| DQR 100 | DBR 100 | DBR 100 | DQR 100 |
| SCI 110 & LAB | SCI 110 & LAB | SCI 111 & LAB | SCI 111 & LAB |
| SCI 130 & LAB | SCI 130 & LAB | SCI 131 & LAB | SCI 131 & LAB |
| POL 100 | PSY 100 | PSY 100 | POL 100 |

### J-Term 1

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSS 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 200 | Elective | Elective | DBR 200 |
| DSS 300 | SOC 200 | SOC 200 | DSS 300 |
| SCI 260 & LAB | SCI 260 & LAB | SCI 290 & LAB | SCI 290 & LAB |
| SCI 350 & LAB | SCI 350 & LAB | SCI 360 & LAB | SCI 360 & LAB |
| Elective | Elective | MAT 320 | MAT 320 |
| Optional Elective | Optional Elective | Elective | Elective |

### J-Term 2

| Language & Culture and Elective |
|---|

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 300 | DBR 300 | Upper Level Elective | Upper Level Elective |
| Optional Elective | Upper Level Elective | Upper Level Elective | Optional Elective |
| SCI 325 & LAB | SCI 325 & LAB | SCI 491 | SCI 491 |
| SCI 390 & LAB | SCI 390 & LAB | Optional Elective | Optional Elective |
| SCI 460 & LAB | SCI 460 & LAB | Optional Elective | Optional Elective |
| HUM 420 | Upper Level Elective | Upper Level Elective | HUM 420 |

### J-Term 3

| Career Preparation |
|---|

# BIOLOGY (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | DJC 100 | DJC 100 |
| DQR 100 | DBR 100 | DBR 100 | DQR 100 |
| SCI 110 & LAB | SCI 110 & LAB | SCI 111 & LAB | SCI 111 & LAB |
| SCI 130 & LAB | SCI 130 & LAB | SCI 131 & LAB | SCI 131 & LAB |
| POL 100 | PSY 100 | PSY 100 | POL 100 |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DBR 200 | SOC 200 | SOC 200 | DBR 200 |
| DQR 200 | DQR 200 | SCI 290 & LAB | SCI 290 & LAB |
| SCI 260 & LAB | SCI 260 & LAB | Elective | Elective |
| Elective | Elective | Elective | Elective |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 300 | DSS 300 | DSS 300 | DBR 300 |
| SCI 350 & LAB | SCI 350 & LAB | SCI 360 & LAB | SCI 360 & LAB |
| SCI 325 & LAB | SCI 325 & LAB | Optional Elective | Optional Elective |
| Optional Elective | Optional Elective | MAT 320 | MAT 320 |
| Elective | Elective | Optional Elective | Optional Elective |

### J-Term 3

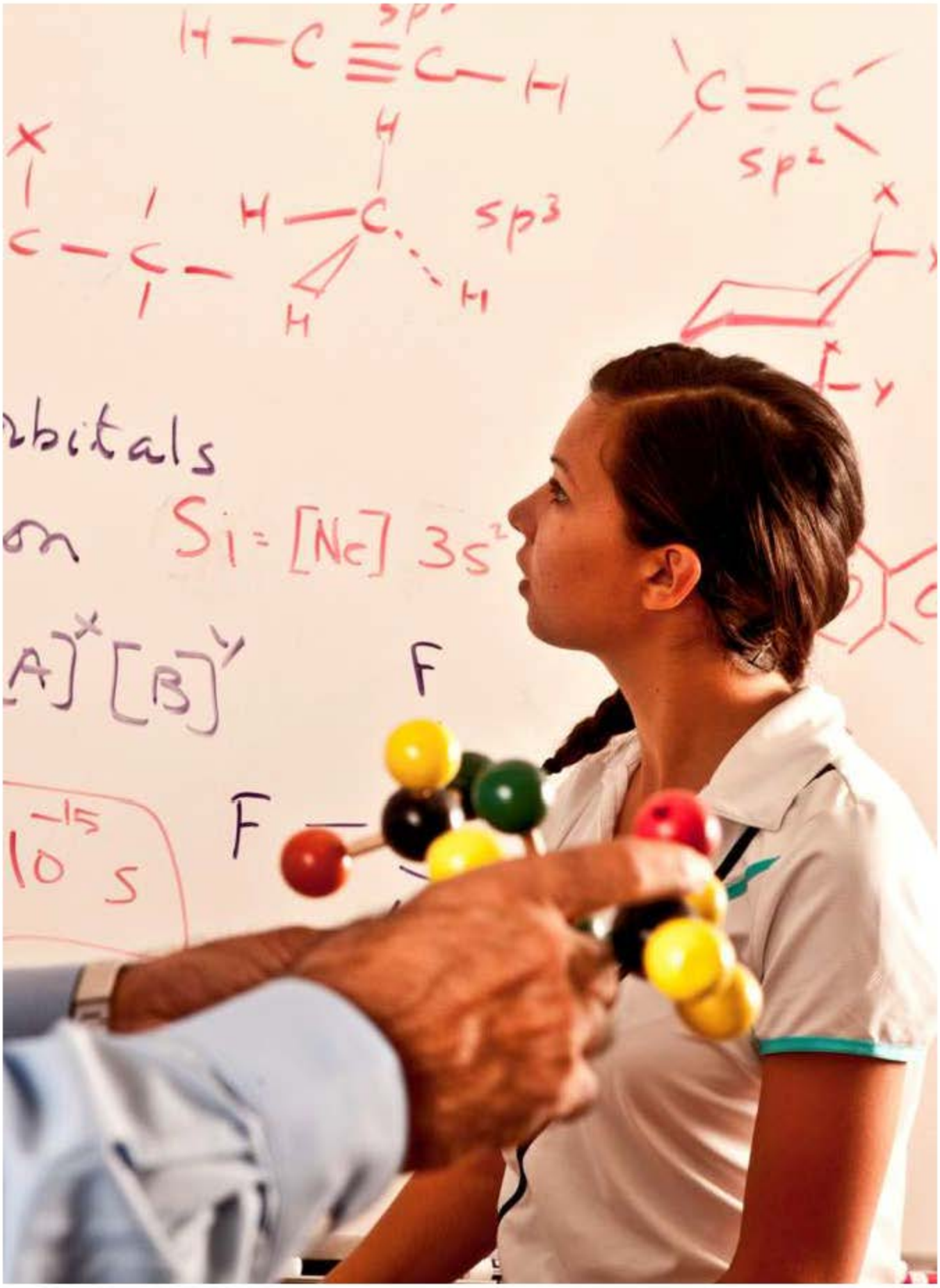
| |
|---|
| Career Preparation |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| Elective | HUM 420 | HUM 420 | Elective |
| SCI 390 & LAB | SCI 390 & LAB | SCI 491 | SCI 491 |
| SCI 460 & LAB | SCI 460 & LAB | Optional Elective | Optional Elective |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |
| Optional Elective | Optional Elective | Upper Level Elective | Upper Level Elective |

### J-Term 4

| |
|---|
| Optional |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# BACHELOR OF SCIENCE (B.S.)

# MAJOR: ENVIRONMENTAL STUDIES

Human modification of the environment has been evident since the beginning of Civilization and has proceeded at an accelerating rate from the Industrial Revolution to the present day. Human activities (i.e. anthropogenic activities) worsened by over population of the planet have affected the soil, water, vegetation, climate, animal life, as well as the surface of the earth itself. An awareness of environmental deterioration has forced us to seek remedies in an effort to make an environmentally sustainable future. Thus, there is a need for women and men trained to recognize, quantify, and seek solutions to environmental problems. Currently, the study of local and global environmental problems is one that is interdisciplinary with scholars and practitioners representing all Natural and Social Sciences and most of the Humanities.

The proposed major in Environmental Studies is designed to provide students with a broad interdisciplinary foundation in the fundamentals of both the science and policy of the environment and its bi-directional impacts on humanity. With this background in hand, the student can tailor the major to her/his interests and career goals through the formal academic advising process. After graduation, majors will be trained to pursue graduate study in an environment-related field or seek employment in government agencies or industry. The major is also excellent preparation for a career in education, law, or the health sciences.

**MAJOR: ENVIRONMENTAL STUDIES- DEGREE REQUIREMENTS**

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **51 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 300 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS: ENVIRONMENTAL STUDIES** | | **47 CREDITS** |
|---|---|---|
| ___ ENV 130 | HUMAN ENVIRONMENT INTERACTIONS | 3 |
| ___ ENV 250 | ENVIRONMENTAL RISK AND PUBLIC HEALTH | 3 |
| ___ ENV 310 | ENVIRONMENTAL LAW | 3 |
| ___ ENV 330 | WILDLIFE CONSERVATION | 3 |
| ___ ENV 340 | ENVIRONMENTAL STATISTICS | 3 |
| ___ ENV 368 | PHYSICAL ANTHROPLOLOGY (ALSO MEETS DSL 300 REQUIREMENT) | 3 |
| ___ ENV 450 | CAPSTONE IN ENVIRONMENTAL STUDIES (ALSO MEETS DJCG 400 & DSL 400 REQUIREMENT) | 3 |
| ___ HUM 420 | ETHICAL DECISION MAKING (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ___ POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ___ POL 201 | PUBLIC POLICY | 3 |
| ___ POL 385 | GLOBAL ENVIRONMENTAL POLICY AND JUSTICE (ALSO MEETS DJCG 300 & DSL 300 REQUIREMENT) | 3 |
| ___ PSY 100 | HUMAN BEHAVIOR | 3 |
| ___ SCI 130 | GENERAL CHEMISTRY I AND LAB | 4 |
| ___ SCI 360 | ECOLOGY AND LAB (ALSO MEETS DJCG 300 REQUIREMENT) | 4 |
| ___ SOC 200 | RESEARCH METHODS | 3 |

| **FREE ELECTIVES** | **22 CREDITS** |
|---|---|
| ___ FREE ELECTIVE | 17 |
| ___ UPPER LEVEL ELECTIVE (300+) | 5 |

**TOTAL CREDITS 120**

# ENVIRONMENTAL STUDIES (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | Elective | Elective |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| ENV 130 | ENV 130 | SCI 130 & LAB | SCI 130 & LAB |
| POL 100 | PSY 100 | PSY 100 | POL 100 |

**J-Term 1**

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 200 | DSS 200 | DSS 200 | DBR 200 |
| ENV 250 | ENV 250 | ENV 368 | ENV 368 |
| ENV 340 | ENV 340 | SCI 360 & LAB | SCI 360 & LAB |
| ENV 330 | ENV 330 | Elective | Elective |
| SOC 200 | POL 201 | POL 201 | SOC 200 |
| DQR 300 | Elective | Elective | DQR 300 |

**J-Term 2**

| Language & Culture and Elective |
|---|

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 300 | DBR 300 | ENV 450 | ENV 450 |
| DSS 300 | DSS 300 | DSS 400 | DSS 400 |
| DQR 400 | HUM 420 | HUM 420 | DQR 400 |
| ENV 310 | ENV 310 | POL 385 | POL 385 |
| Elective | Elective | Elective | Elective |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |

**J-Term 3**

| Career Preparation |
|---|

# ENVIRONMENTAL STUDIES (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | DJC 100 | DQR 100 |
| DQR 100 | DSL 100 | DSL 100 | DBR 100 |
| DBR 100 | DJC 100 | POL 100 | PSY 100 |
| PSY 100 | POL 100 | SCI 130 & LAB | SCI 130 & LAB |
| ENV 130 | ENV 130 | Elective | Elective |

## J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | ENV 250 | Elective | DBR 200 |
| POL 201 | Elective | Elective | SOC 200 |
| ENV 250 | Elective | SOC 200 | POL 201 |

## J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 300 | DBR 300 | DBR 300 | DSS 300 |
| DQR 300 | Elective | Elective | DQR 300 |
| ENV 330 | ENV 330 | ENV 368 | ENV 368 |
| ENV 340 | ENV 340 | Elective | Elective |
| Elective | SCI 360 & LAB | SCI 360 & LAB | Elective |

## J-Term 3

| |
|---|
| Career Preparation |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| ENV 310 | ENV 310 | Optional Elective | ENV 450 |
| HUM 420 | DSS 400 | DSS 400 | Optional Elective |
| Optional Elective | HUM 420 | Upper Level Elective | Upper Level Elective |
| DQR 400 | Optional Elective | ENV 450 | DQR 400 |
| Upper Level Elective | Upper Level Elective | POL 385 | POL 385 |

## J-Term 4

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

# MAJOR: FORENSIC SCIENCE

The Bachelor of Science in Forensic Science is an interdisciplinary major in the College of Arts and Sciences. It draws on the strengths of not only the varied physical sciences available at Lynn University, but also on the resources of the social and behavioral sciences, such as Criminal Justice, Anthropology and Psychology. Crime is a form of human behavior, and as such, it leaves behind physical evidence of particular types, and in particular spatial arrays. Students in this major will learn the principles of evidence recognition, collection, and preservation, forensic chemistry, forensic pathology, forensic anthropology, microscopy, ethics, and courtroom presentations. The physical evidence and its pattern of dispersal in three-dimensional space, unlike victims, perpetrators and witnesses, will never lose its memory, and will never change its mind. The major provides students with a broad, well-rounded education, in the best tradition of the liberal arts and sciences, preparing them for careers in local, county, state, or federal crime laboratories or CSI units, or in a growing number of private forensic laboratories, and investigative units with law firms or private investigative agencies. Alternatively, the forensic science major will equip students with critical thinking skills to make them attractive candidates for graduate or professional school programs, such as law and allied health.

**MAJOR: FORENSIC SCIENCE- DEGREE REQUIREMENTS**

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 300 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS: FORENSIC SCIENCE** | | **46 CREDITS** |
|---|---|---|
| ___CRJ 101 | INTRODUCTION TO CRIMINAL JUSTICE | 3 |
| ___ENV 368 | PHYSICAL ANTHROPOLOGY (ALSO MEETS DSL 300 REQUIREMENT) | 3 |
| ___FOR 130 | INTRODUCTION TO FORENSIC SCIENCE | 3 |
| ___FOR 220 | COMPUTER FORENSICS | 3 |
| ___FOR 230 | CRIMINALISTICS | 3 |
| ___FOR 330 | FINANCIAL INVESTIGATIONS (ALSO MEETS DQR 300 REQUIREMENT) | 3 |
| ___FOR 440 | FORENSIC PATHOLOGY (ALSO MEETS DSL 400 REQUIREMENT) | 3 |
| ___FOR 450 | FORENSIC CASE STUDIES (ALSO MEETS DSSA 400 REQUIREMENT) | 3 |
| ___FOR 495 | CAPSTONE IN FORENSIC SCIENCE (ALSO MEETS DJCA 400 REQUIREMENT) | 3 |
| ___HUM 420 | ETHICAL DECISION MAKING (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ___POL 100 | GEOPOLITCAL AFFAIRS | 3 |
| ___PSY 100 | HUMAN BEHAVIOR | 3 |
| ___PSY 370 | ABNORMAL PSYCHOLOGY (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___SCI 130 | GENERAL CHEMISTRY I AND LAB | 4 |
| ___SOC 200 | RESEARCH METHODS | 3 |

| **FREE ELECTIVES** | | **29 CREDITS** |
|---|---|---|
| ___ FREE ELECTIVE | | 14 |
| ___ UPPER LEVEL ELECTIVE (300+) | | 15 |

**TOTAL CREDITS 120**

# FORENSIC SCIENCE (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | Elective | Elective |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| CRJ 101 | CRJ 101 | FOR 130 | FOR 130 |
| PSY 100 | POL 100 | POL 100 | PSY 100 |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| SOC 200 | DSS 200 | DSS 200 | SOC 200 |
| SCI 130 & LAB | SCI 130 & LAB | FOR 220 | FOR 220 |
| DBR 200 | DJC 300 | DJC 300 | DBR 200 |
| FOR 330 | FOR 330 | FOR 230 | FOR 230 |
| Elective | Elective | ENV 368 | ENV 368 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |

### J-Term 2

| |
|---|
| Language & Culture and Elective |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| FOR 440 | FOR 440 | FOR 495 | FOR 495 |
| FOR 450 | FOR 450 | Elective | Elective |
| DQR 400 | HUM 420 | HUM 420 | DQR 400 |
| PSY 370 | Upper Level Elective | Upper Level Elective | PSY 370 |
| DBR 300 | DBR 300 | Upper Level Elective | Upper Level Elective |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |

### J-Term 3

| |
|---|
| Career Preparation |

# FORENSIC SCIENCE (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | POL 100 | PSY 100 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| CRJ 101 | CRJ 101 | FOR 130 | FOR 130 |
| PSY 100 | POL 100 | Elective | Elective |

### J-Term 1

| Citizenship Project |
|---|

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | Elective | Elective | DBR 200 |
| SOC 200 | SOC 200 | FOR 220 | FOR 220 |
| SCI 130 & LAB | SCI 130 & LAB | FOR 230 | FOR 230 |

### J-Term 2

| Language & Culture |
|---|

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| Elective | Elective | ENV 368 | ENV 368 |
| DJC 300 | DBR 300 | DBR 300 | DJC 300 |
| FOR 330 | FOR 330 | Optional Elective | Optional Elective |
| Elective | PSY 370 | PSY 370 | Elective |
| Elective | Elective | Optional Elective | Optional Elective |

### J-Term 3

| Career Preparation |
|---|

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| FOR 440 | FOR 440 | Upper Level Elective | Upper Level Elective |
| FOR 450 | FOR 450 | FOR 495 | FOR 495 |
| DQR 400 | HUM 420 | HUM 420 | DQR 400 |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |

### J-Term 4

| Optional |
|---|

LYNN
UNIVERSITY

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: PSYCHOLOGY

The Bachelor of Science degree in Psychology is designed to expose students to the bio psychological, developmental, cognitive and sociocultural domains of psychology, as well as research methodology. The student also comes to understand the relevance of psychology in contemporary society. This major prepares a student for employment in human services or for graduate school in counseling or psychology.

**MAJOR: PSYCHOLOGY - DEGREE REQUIREMENTS**

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **48 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS: PSYCHOLOGY** | | **45 CREDITS** |
|---|---|---|
| ____POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ____PSY 100 | HUMAN BEHAVIOR | 3 |
| ____PSY 200 | ORIENTATION TO THE STUDY OF PSYCHOLOGY | 3 |
| ____SOC 200 | RESEARCH METHODS | 3 |
| ____PSY 250 | DEVELOPMENTAL PSYCHOLOGY | 3 |
| ____PSY 260 | PERSONALITY THEORY | 3 |
| ____SOC 335 | SOCIAL PROBLEMS (ALSO MEETS DJCG 300 REQUIREMENT) | 3 |
| ____PSY 351 | APPLIED PSYCHOLOGY | 3 |
| ____PSY 355 | PRINCIPLES OF LEARNING | 3 |
| ____PSY 360 | SOCIAL PSYCHOLOGY (ALSO MEETS DSSG 300 REQUIREMENT) | 3 |
| ____PSY 370 | ABNORMAL PSYCHOLOGY (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ____HUM 420 | ETHICAL DECISION MAKING (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ____PSY 420 | PHYSIOLOGICAL PSYCHOLOGY (ALSO MEETS DSL 400 REQUIREMENT) | 3 |
| ____PSY 460 | EXPERIMENTAL PSYCHOLOGY (ALSO MEETS DQR 400 REQUIREMENT) | 3 |
| ____PSY 495 | CAPSTONE IN PSYCHOLOGY (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

| **FREE ELECTIVES** | **27 CREDITS** |
|---|---|
| ___ FREE ELECTIVE | **21** |
| ___ UPPER LEVEL ELECTIVE (300+) | **6** |

**TOTAL CREDITS 120**

# PSYCHOLOGY (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | Elective | Elective |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| PSY 250 | PSY 200 | PSY 200 | PSY 250 |
| PSY 100 | POL 100 | POL 100 | PSY 100 |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DBR 200 | DSS 200 | DSS 200 | DBR 200 |
| SOC 200 | PSY 260 | PSY 260 | SOC 200 |
| PSY 351 | PSY 355 | PSY 355 | PSY 351 |
| PSY 370 | PSY 360 | PSY 360 | PSY 370 |
| DSL 300 | DQR 300 | DQR 300 | DSL 300 |
| Elective | Elective | Elective | Elective |

### J-Term 2

| |
|---|
| Language & Culture and Elective |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| PSY 420 | PSY 420 | PSY 495 | PSY 495 |
| PSY 460 | PSY 460 | Elective | Elective |
| HUM 420 | Elective | DBR 300 | HUM 420 |
| Elective | Elective | DSS 400 | DSS 400 |
| Elective | DBR 300 | Upper Level Elective | Upper Level Elective |
| SOC 335 | SOC 335 | Upper Level Elective | Upper Level Elective |

### J-Term 3

| |
|---|
| Career Preparation |

# PSYCHOLOGY (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | PSY 200 | PSY 250 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |
| DBR 100 | DJC 100 | DJC 100 | DBR 100 |
| PSY 100 | POL 100 | POL 100 | PSY 100 |
| PSY 250 | PSY 200 | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | Elective | Elective | DBR 200 |
| PSY 260 | SOC 200 | SOC 200 | PSY 260 |
| Elective | Elective | Elective | Elective |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| PSY 351 | PSY 355 | PSY 355 | PSY 351 |
| PSY 370 | PSY 360 | PSY 360 | PSY 370 |
| DSL 300 | DQR 300 | DQR 300 | DSL 300 |
| DBR 300 | SOC 335 | SOC 335 | DBR 300 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |

### J-Term 3

| |
|---|
| Career Preparation |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| PSY 420 | PSY 420 | PSY 495 | PSY 495 |
| PSY 460 | PSY 460 | Elective | HUM 420 |
| HUM 420 | Elective | DSS 400 | DSS 400 |
| Optional Elective | Optional Elective | Optional Elective | Optional Elective |
| Elective | Elective | Upper Level Elective | Upper Level Elective |

### J-Term 4

| |
|---|
| Optional |

# UNDERGRADUATE MINORS

Students pursuing the bachelor's degree may also complete a minor in the College of Arts and Sciences.

| **BIOLOGY MINOR** | **19 CREDITS** |
|---|---|
| _____SCI 110 THE BIOLOGICAL WORLD AND LAB | 4 |
| _____SCI 290 MENDENELIAN AND POPULATION GENETICS | 4 |
| _____SCI 325 MICROBIOLOGY AND LAB | 4 |
| _____SCI 360 ECOLOGY AND LAB | 4 |
| _____SCI 491 EVOLUTION | 3 |

| **CRIMINAL JUSTICE MINOR** | **15 CREDITS** |
|---|---|
| _____CRJ 101 INTRODUCTION TO JUSTICE | 3 |
| _____CRJ 202 POLICING IN AMERICA | 3 |
| _____CRJ 320 CRIMINOLOGY | 3 |
| _____CRJ 330 LAW AND THE COURTS | 3 |
| _____CRJ 496 VICTIMOLOGY | 3 |

| **ENVIRONMENTAL STUDIES MINOR** | **16 CREDITS** |
|---|---|
| _____ENV 130 HUMAN-ENVIRONMENT INTERACTIONS | 3 |
| _____ENV 320 ENVIRONMENTAL ETHICS | 3 |
| _____ENV 330 WILDLIFE CONSERVATION | 3 |
| _____POL 385 GLOBAL ENVIRONMENTAL POLICY | 3 |
| _____SCI 360 ECOLOGY & LAB | 4 |

| **FORENSIC SCIENCE MINOR** | **15 CREDITS** |
|---|---|
| _____CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE | 3 |
| _____ENV 368 PHYSICAL ANTHROPOLOGY | 3 |
| _____FOR 130 INTRODUCTION TO FORENSIC SCIENCE | 3 |
| _____FOR 330 FINANCIAL INVESTIGATIONS | 3 |
| _____FOR 450 FORENSIC CASE STUDIES | 3 |

| **POLITICAL SCIENCE MINOR** | **15 CREDITS** |
|---|---|
| _____POL 101 GOVERNMENT AND LEADERSHIP | 3 |
| _____POL 202 POLITICAL THEORIES AND IDEOLOGIES | 3 |
| _____POL 302 COMPARATIVE AND REGIONAL POLITICS | 3 |
| _____CRJ 330 LAW AND THE COURTS | 3 |
| _____POL 402 CRITICAL ISSUES IN POLITICS | 3 |

| **PSYCHOLOGY MINOR** | **15 CREDITS** |
|---|---|
| _____PSY 250 DEVELOPMENTAL PSYCHOLOGY | 3 |
| _____PSY 351 APPLIED PSYCHOLOGY | 3 |
| _____PSY 355 PRINCIPLES OF LEARNING | 3 |
| _____PSY 360 SOCIAL PSYCHOLOGY | 3 |
| _____PSY 370 ABNORMAL PYSCHOLOGY | 3 |

# COLLEGE OF BUSINESS AND MANAGEMENT

**MISSION STATEMENT**

The global vision of the College of Business and Management at Lynn University is to provide the education, preparation and thought leadership for students to realize their full potential, explore the full range of global career possibilities and secure post graduate opportunities commensurate with their skills, capabilities and interests. We will accomplish our mission through a commitment to and passion for our core values.

The core values of the College of Business and Management:

1. Students: We view our students as our "clients" and our principle core value. In addition to their academic training, we will teach a commitment to community service, honesty and integrity in preparation for a successful career.
2. Parents: We recognize parents as key "stakeholders" in the success of their students and the College of Business and Management overall. As such, we will seek their advice, counsel and support in our strategy, direction and initiatives.
3. Academic Excellence: Outstanding faculty and staff combined with small class sizes and an emphasis on experiential education will be the cornerstone of a collaborative, diverse, effective and modern education.
4. Global Competency: A global learning experience and international student body will reflect our commitment and belief that a high quality education and excellent student preparation for the business world can only come from a worldwide perspective and cultural knowledge.
5. Business Partnerships: Integrated learning through internships with businesses and corporations that share our values will provide students with unique opportunities to build business skills and understanding to propel them to successful in their "life after Lynn".
6. Entrepreneurship and Innovation: We will encourage and teach students to embrace new ideas, challenges and opportunities that expose them to all possible career options.
7. Lynn University: We acknowledge and embrace the Lynn University community and mission statement as the cornerstone of the College of Business and Management. We will welcome advice, resources and best practices for synergistic excellence and success.

The Burton D. Morgan School of Aeronautics is a world-class aviation academy with a state-of-the-art training facility designed to help fulfill the educational needs of the vast dynamic global air transportation industry. The school offers a variety of programs designed to provide students with the education and training needed to successfully enter the aviation industry. These programs provide a wide range of educational opportunities for entry-level, four-year students to advance into a career in the industry. Programs for aircrew training, ground personnel and air industry management are offered.

## UNDERGRADUATE PROGRAM

The Bachelor of Science (B.S.) for business majors requires the completion of 120 credit hours. A summary of the credits is as follows:

| | |
|---|---|
| University Non-Embedded Core Requirements | 39 |
| College Core and Major Requirements | **51** |
| J-Term Requirements | 6 |
| Elective Hours | **24** |
| Total Hours | 120 |

The College of Business and Management offers majors for the undergraduate degree in the following areas:

- Aviation Management
- Entrepreneurship
- Event Management
- Fashion and Retail
- Hospitality Management
- International Business Management
- Investment Management
- Marketing
- Sports Management

The requirements for majors in business 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 majors provide in-depth study in an area of business. A minor in another academic discipline and the course work customized to personal preference provide students with the opportunity to explore areas of learning outside of the business discipline for the purpose of complementing the knowledge acquired in the major requirements. All candidates for the B.S. should work closely with their academic advisors to ensure that their programs of study have met the established guidelines for the degrees.

Note: In addition to the Aviation Management courses, students may take the following flight training elective courses to attain the licenses and ratings required to enter the aerospace industry as a professional pilot.

**FLIGHT TRAINING ELECTIVES**

| | | |
|---|---|---|
| ___ AVM 120 | PRIMARY FLIGHT THEORY AND TRAINING, SOLO | 3 |
| ___ AVM 121 | PRIMARY FLIGHT THEORY AND TRAINING, PPL | 3 |
| ___ AVM 220 | INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC | 3 |
| ___ AVM 221 | INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED | 3 |
| ___ AVM 230 | COMMERCIAL FLIGHT THEORY | 3 |
| ___ AVM 231 | COMMERCIAL FLIGHT TRAINING | 1 |

**CERTIFIED FLIGHT INSTRUCTOR OPTION (4 HOURS) ****

| | | |
|---|---|---|
| ___ AVM 310 | FLIGHT INSTRUCTION METHODS AND PROCEDURES | 4 |

**ADDITIONAL AVM ELECTIVES *****

| | | |
|---|---|---|
| ___ AVM 226 | AVIATION WEATHER | 3 |
| ___ AVM 250 | AVIATION SAFETY AND HUMAN FACTORS | 3 |
| ___ AVM 471 | AIRLINE EMERGENCY CABIN TRAINING | 3 |
| ___ AVM 472 | B-727 PILOT FAMILIARIZATION | 3 |
| ___ AVM 473 | B-727 PILOT SIMULATOR FAMILIARIZATION | 3 |
| ___ AVM 474 | B-737 PILOT FAMILIARIZATION | 3 |
| ___ AVM 475 | B-737 PILOT SIMULATOR FAMILIARIZATION | 3 |
| ___ AVM 476 | B-747 PILOT FAMILIARIZATION | 3 |
| ___ AVM 477 | AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE | 3 |

** If a student elects to obtain the Flight Instructor rating, AVM 310 substitutes for 482, 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.

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: AVIATION MANAGEMENT

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **AVIATION MANAGEMENT MAJOR REQUIREMENTS** | | **15 CREDITS** |
|---|---|---|
| ___ AVM 102 | AVIATION HISTORY | 3 |
| ___ AVM 347 | AVIATION OPERATIONS MANAGEMENT | 3 |
| ___ AVM 431 | GLOBAL AVIATION REGULATIONS AND LAW (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| ___ AVM 482 | AIR TRAFFIC BASICS | 3 |
| ___ AVM 483 | AVIATION TECHNOLOGIES | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 3 |
| ___ GENERAL ELECTIVES | 21 |

**TOTAL CREDITS 120**

# AVIATION MANAGEMENT (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 180 |
| AVM 102 | AVM 102 | BUS 210 | BUS 210 |
| Elective or AVM 120 | Elective or AVM 120 | Elective or AVM 120 | Elective or AVM 120 |

## J-Term 1

| Citizenship Project |
|---|

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 372 | BUS 372 |
| Elective | Elective | Elective | Elective |
| BUS 322 | BUS 322 | AVM 431 | AVM 431 |

## J-Term 2

| Career Preparation and Language & Culture |
|---|

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| BUS 425 | Elective | Elective | BUS 425 |
| BUS 460 | Elective | Elective | BUS 460 |
| DSS 400 | DBR 300 | DBR 400 | DSS 400 |
| AVM 482 | AVM 482 | AVM 483 | AVM 483 |
| DBR 300 | BUS 498 | BUS 498 | DBR 400 |
| AVM 347 | AVM 347 | Upper Level Elective | Upper Level Elective |

## J-Term 3

| Elective |
|---|

# AVIATION MANAGEMENT (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 180 |
| AVM 102 | AVM 102 | BUS 210 | BUS 210 |
| Elective or AVM 120 | Elective or AVM 120 | Elective or AVM 120 | Elective or AVM 120 |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| Elective | Elective | Elective | Elective |

### J-Term 2

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | Elective | Elective | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | Elective | Elective | BUS 311 |
| AVM 347 | AVM 347 | AVM 431 | AVM 431 |

### J-Term 3

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | Upper Level Elective | Upper Level Elective | BUS 425 |
| BUS 460 | Elective | Elective | BUS 460 |
| DSS 400 | DBR 400 | DBR 400 | DSS 400 |
| AVM 482 | AVM 482 | AVM 483 | AVM 483 |

### J Term 4

| |
|---|
| Optional |

LYNN
UNIVERSITY

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: ENTREPRENEURSHIP

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **ENTREPRENEURSHIP MAJOR REQUIREMENTS** | | **15 CREDITS** |
|---|---|---|
| ___ BUS 308 | CORPORATE ENTREPRENEURSHIP | 3 |
| ___ BUS 375 | CREATIVITY AND INNOVATION | 3 |
| ___ BUS 400 | ENTREPRENEURIAL FINANCE | 3 |
| ___ BUS 458 | ENTREPRENEURSHIP IN PRACTICE | 3 |
| ___ BUS 475 | MERGERS, ACQUISITIONS, AND INTEGRATION (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

**ELECTIVES** **24 CREDITS**

**TOTAL CREDITS 120**

# ENTREPRENEURSHIP (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| BUS 372 | MKT 250 | MKT 250 | BUS 372 |
| Elective | Elective | Elective | Elective |
| BUS 322 | BUS 322 | BUS 308 | BUS 308 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | BUS 458 | BUS 458 | BUS 425 |
| BUS 460 | BUS 475 | BUS 475 | BUS 460 |
| DSS 400 | Elective | Elective | DSS 400 |
| BUS 400 | DBR 300 | DBR 400 | BUS 400 |
| DBR 300 | BUS 498 | BUS 498 | DBR 400 |
| BUS 375 | Elective | Elective | BUS 375 |

### J-Term 3

| |
|---|
| Elective |

# ENTREPRENEURSHIP (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

**J-Term 1**

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| Elective | Elective | Elective | Elective |

**J-Term 2**

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | BUS 308 | BUS 308 | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | BUS 375 | BUS 375 | BUS 311 |
| Elective | Elective | Elective | Elective |

**J-Term 3**

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | BUS 458 | BUS 458 | BUS 425 |
| BUS 460 | BUS 475 | BUS 475 | BUS 460 |
| DSS 400 | Elective | Elective | DSS 400 |
| BUS 400 | DBR 400 | DBR 400 | BUS 400 |

**J-Term 4**

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: EVENT MANAGEMENT

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **30 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **EVENT MANAGEMENT MAJOR REQUIREMENTS** | | **21 CREDITS** |
|---|---|---|
| ___ HA 110 | INTRODUCTION TO EVENT MANAGEMENT | 3 |
| ___ HA 352 | BANQUET, CATERING, OPERATIONS AND CONTROL | 3 |
| ___ HA 370 | GROUP AND CONVENTION MANAGEMENT | 3 |
| ___ HA 390 | HOSPITALITY INTERNSHIP | 3 |
| ___ HA 401 | CURRENT ISSUES IN EVENT MANAGEMENT | 3 |
| ___ HA 481 | SENIOR SEMINAR (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| ___ HA 490 | HOSPITALITY INTERNSHIP | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 3 |
| ___ GENERAL ELECTIVES | 21 |

**TOTAL CREDITS 120**

# EVENT MANAGEMENT (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | HA 110 | HA 110 | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 372 | BUS 372 |
| HA 352 | Elective | Elective | HA 352 |
| BUS 322 | BUS 322 | HA 390 | HA 390 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | HA 490 | HA 490 | BUS 425 |
| HA 481 | Elective | Elective | HA 481 |
| DSS 400 | DBR 300 | DBR 400 | DSS 400 |
| HA 370 | HA 401 | HA 401 | HA 370 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |
| DBR 300 | Elective | Elective | DBR 400 |

### J-Term 3

| |
|---|
| Elective |

# EVENT MANAGEMENT (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | HA 110 | HA 110 | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| HA 352 | Elective | Elective | HA 352 |

### J-Term 2

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | HA 390 | HA 390 | BUS 350 |
| DBR 300 | Elective | Elective | DBR 300 |
| BUS 311 | Elective | Elective | BUS 311 |
| Elective | HA 370 | HA 370 | Elective |

### J-Term 3

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | HA 490 | HA 490 | BUS 425 |
| HA 481 | Upper Level Elective | Upper Level Elective | HA 481 |
| DSS 400 | DBR 400 | DBR 400 | DSS 400 |
| Elective | HA 401 | HA 401 | Elective |

### J-Term 4

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: FASHION AND RETAIL

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 400 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **FASHION AND RETAILMAJOR REQUIREMENTS** | | **15 CREDITS** |
|---|---|---|
| ___ MKT 101 | FASHION AND RETAIL MANAGEMENT | 3 |
| ___ MKT 240 | BUYING AND INVENTORY PLANNING | 3 |
| ___ MKT 300 | FASHION SHOW PRODUCTION | 3 |
| ___ MKT 420 | THE EVOLUTION OF FASHION AND RETAIL CHANGE (ALSO MEETS DSSG 400 REQUIREMENT) | 3 |
| ___ MKT 465 | FASHION AND RETAIL STRATEGIC PLANNING | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 6 |
| ___ GENERAL ELECTIVES | 18 |

**TOTAL CREDITS 120**

# FASHION AND RETAIL (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | MKT 240 | MKT 240 |
| MKT 101 | MKT 101 | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 372 | BUS 372 |
| Elective | Elective | MKT 300 | MKT 300 |
| BUS 322 | BUS 322 | MKT 420 | MKT 420 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | MKT 465 | MKT 465 | BUS 425 |
| BUS 460 | Upper Level Elective | Upper Level Elective | BUS 460 |
| DJC 400 | Upper Level Elective | Upper Level Elective | DJC 400 |
| Elective | DBR 300 | DBR 400 | Elective |
| DBR 300 | BUS 498 | BUS 498 | DBR 400 |
| Elective | Elective | Elective | Elective |

### J-Term 3

| |
|---|
| Elective |

# FASHION AND RETAIL (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | MKT 240 | MKT 240 |
| MKT 101 | MKT 101 | Elective | Elective |

**J-Term 1**

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| Elective | Elective | MKT 300 | MKT 300 |

**J-Term 2**

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | MKT 420 | MKT 420 | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | Elective | Elective | BUS 311 |
| Elective | Elective | Elective | Elective |

**J -Term 3**

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | MKT 465 | MKT 465 | BUS 425 |
| BUS 460 | Upper Level Elective | Upper Level Elective | BUS 460 |
| DJC 400 | Upper Level Elective | Upper Level Elective | DJC 400 |
| Elective | DBR 400 | DBR 400 | Elective |

**J-Term 4**

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: HOSPITALITY MANAGEMENT

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **30 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **HOSPITALITY MANAGEMENT MAJOR REQUIREMENTS** | | **21 CREDITS** |
|---|---|---|
| ___ HA 100 | INTRODUCTION TO HOSPITALITY AND TOURISM | 3 |
| ___ HA 261 | FOOD SERVICE OPERATIONS | 3 |
| ___ HA 337 | ROOMS DIVISION MANAGEMENT | 3 |
| ___ HA 390 | HOSPITALITY INTERNSHIP | 3 |
| ___ HA 400 | CURRENT ISSUES IN HOSPITALITY MANAGEMENT | 3 |
| ___ HA 481 | SENIOR SEMINAR (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| ___ HA 490 | HOSPITALITY INTERNSHIP | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 6 |
| ___ GENERAL ELECTIVES | 18 |

**TOTAL CREDITS 120**

# HOSPITALITY MANAGEMENT (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | HA 100 | HA 100 | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 372 | BUS 372 |
| HA 261 | Elective | Elective | HA 261 |
| BUS 322 | BUS 322 | HA 390 | HA 390 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | HA 490 | HA 490 | HA 481 |
| HA 481 | DBR 300 | HA 400 | BUS 425 |
| DSS 400 | HA 400 | DBR 400 | DSS 400 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |
| DBR 300 | HA 337 | HA 337 | DBR 400 |
| Elective | Elective | Upper Level Elective | Upper Level Elective |

### J-Term 3

| |
|---|
| Elective |

# HOSPITALITY MANAGEMENT (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | HA 100 | HA 100 | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| HA 261 | Elective | Elective | HA 261 |

### J-Term 2

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | HA 390 | HA 390 | BUS 350 |
| DBR 300 | Elective | Elective | DBR 300 |
| BUS 311 | Elective | Elective | BUS 311 |
| Elective | HA 337 | HA 337 | Elective |

### J-Term 3

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | HA 490 | HA 490 | HA 481 |
| HA 481 | DBR 400 | HA 400 | BUS 425 |
| DSS 400 | HA 400 | DBR 400 | DSS 400 |
| Upper Level Elective | Upper Level Elective | Upper Level Elective | Upper Level Elective |

### J-Term 4

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: INTERNATIONAL BUSINESS MANAGEMENT

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **INTERNATIONAL BUSINESS MANAGEMENT MAJOR REQUIREMENTS** | | **15 CREDITS** |
|---|---|---|
| ___ BUS 280 | GLOBAL MANAGEMENT | 3 |
| ___ BUS 395 | GLOBAL FINANCIAL MARKETS | 3 |
| ___ BUS 408 | POLITICAL & CULTURAL DIMENSIONS OF GLOBAL MARKETS (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| ___ BUS 440 | GLOBAL OPERATIONS STRATEGY | 3 |
| ___ MKT 392 | GLOBAL MARKETING | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 3 |
| ___ GENERAL ELECTIVES | 21 |

**TOTAL CREDITS 120**

# INTERNATIONAL BUSINESS MANAGEMENT (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 372 | BUS 372 |
| BUS 280 | Elective | Elective | BUS 280 |
| BUS 322 | BUS 322 | MKT 392 | MKT 392 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | BUS 408 | BUS 408 | BUS 425 |
| BUS 460 | BUS 440 | BUS 440 | BUS 460 |
| DSS 400 | Elective | Elective | DSS 400 |
| Elective | DBR 300 | DBR 400 | Upper Level Elective |
| BUS 395 | Elective | Upper Level Elective | BUS 395 |
| DBR 300 | BUS 498 | BUS 498 | DBR 400 |

### J-Term 3

| |
|---|
| Elective |

# INTERNATIONAL BUSINESS MANAGEMENT (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

**J-Term 1**

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| BUS 280 | Elective | Elective | BUS 280 |

**J-Term 2**

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | MKT 392 | MKT 392 | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | BUS 395 | BUS 395 | BUS 311 |
| Elective | Elective | Elective | Elective |

**J-Term 3**

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | BUS 408 | BUS 408 | BUS 425 |
| BUS 460 | BUS 440 | BUS 440 | BUS 460 |
| DSS 400 | Elective | Upper Level Elective | DSS 400 |
| Elective | DBR 400 | DBR 400 | Upper Level Elective |

**J-Term 4**

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: INVESTMENT MANAGEMENT

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **INVESTMENT MANAGEMENT MAJOR REQUIREMENTS** | | **15 CREDITS** |
|---|---|---|
| ___ BUS 321 | INVESTMENT THEORY | 3 |
| ___ BUS 324 | PORTFOLIO MANAGEMENT | 3 |
| ___ BUS 395 | GLOBAL FINANCIAL MARKETS | 3 |
| ___ BUS 433 | WILLS, TRUSTS AND FAMILY CORPORATE STRUCTURES (ALSO MEETS DJCA 400 REQUIREMENT) | 3 |
| ___ BUS 434 | COMMODITY, OPTIONS, FUTURES (DERIVATIVES) AND FIXED INCOME STRATEGIES | 3 |

**ELECTIVES** **24 CREDITS**

**TOTAL CREDITS 120**

# INVESTMENT MANAGEMENT (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| BUS 372 | MKT 250 | MKT 250 | BUS 372 |
| Elective | Elective | Elective | Elective |
| BUS 322 | BUS 322 | BUS 321 | BUS 321 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | BUS 433 | BUS 433 | BUS 425 |
| BUS 460 | BUS 434 | BUS 434 | BUS 460 |
| DSS 400 | Elective | Elective | DSS 400 |
| BUS 324 | DBR 300 | DBR 400 | BUS 324 |
| BUS 395 | Elective | Elective | BUS 395 |
| DBR 300 | BUS 498 | BUS 498 | DBR 400 |

### J-Term 3

| |
|---|
| Elective |

# INVESTMENT MANAGEMENT (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| Elective | Elective | Elective | Elective |

### J-Term 2

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | BUS 321 | BUS 321 | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | BUS 395 | BUS 395 | BUS 311 |
| Elective | Elective | Elective | Elective |

### J-Term 3

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | BUS 433 | BUS 433 | BUS 425 |
| BUS 460 | BUS 434 | BUS 434 | BUS 460 |
| DSS 400 | Elective | Elective | DSS 400 |
| BUS 324 | DBR 400 | DBR 400 | BUS 324 |

### J-Term 4

| |
|---|
| Optional |

Lynn University Boca Raton, FL
Fashion Management Program

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: MARKETING

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 400 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **MARKETING MAJOR REQUIREMENTS** | | **15 CREDITS** |
|---|---|---|
| ___ BUS 255 | FUNDAMENTALS OF E-BUSINESS | 3 |
| ___ MKT 385 | TRENDS IN ONLINE MARKETING COMMUNICATION TECHNOLOGIES | 3 |
| ___ MKT 410 | CONSUMER AND ORGANIZATIONAL BEHAVIOR (ALSO MEETS DSSG 400 REQUIREMENT) | 3 |
| ___ MKT 430 | MARKETING RESEARCH | 3 |
| ___ MKT 470 | WEBSITE OPTIMIZATION AND PERFORMANCE | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 3 |
| ___ GENERAL ELECTIVES | 21 |

**TOTAL CREDITS 120**

# MARKETING (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 372 | BUS 372 |
| BUS 255 | Elective | Elective | BUS 255 |
| BUS 322 | BUS 322 | MKT 385 | MKT 385 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | MKT 430 | MKT 430 | BUS 425 |
| BUS 460 | MKT 470 | MKT 470 | BUS 460 |
| DJC 400 | Elective | Upper Level Elective | DJC 400 |
| Elective | DBR 300 | DBR 400 | Upper Level Elective |
| DBR 300 | BUS 498 | BUS 498 | DBR 400 |
| MKT 410 | Elective | Elective | MKT 410 |

### J-Term 3

| |
|---|
| Elective |

# MARKETING (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | Elective | Elective |
| Elective | Elective | Elective | Elective |

**J-Term 1**

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| BUS 255 | Elective | Elective | BUS 255 |

**J-Term 2**

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 372 | BUS 322 | BUS 322 | BUS 372 |
| BUS 350 | MKT 385 | MKT 385 | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | MKT 410 | MKT 410 | BUS 311 |
| Elective | Elective | Elective | Elective |

**J-Term 3**

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | MKT 430 | MKT 430 | BUS 425 |
| BUS 460 | MKT 470 | MKT 470 | BUS 460 |
| DJC 400 | Elective | Upper Level Elective | DJC 400 |
| Elective | DBR 400 | DBR 400 | Upper Level Elective |

**J-Term 4**

| |
|---|
| Optional |

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: SPORTS MANAGEMENT

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **45 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | CAREER PREPARATION | 2 |
| ___ JTERM 3 | LANGUAGE AND CULTURE | 2 |

| **COLLEGE CORE REQUIREMENTS** | | **30 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPRENEURSHIP & INNOVATION | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING (ALSO MEETS DQR 300 & DSL 300 REQUIREMENTS) | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL (ALSO MEETS DQR 400 & DSL 400 REQUIREMENTS) | 3 |
| ___ BUS 498 | BUSINESS INTERNSHIPS | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |

| **SPORTS MANAGEMENT MAJOR REQUIREMENTS** | | **21 CREDITS** |
|---|---|---|
| ___ BUS 125 | INTRODUCTION TO SPORTS MANAGEMENT | 3 |
| ___ BUS 317 | SPORTS LAW AND RISK MANAGEMENT (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ BUS 401 | CURRENT ISSUES IN SPORTS MANAGEMENT | 3 |
| ___ BUS 414 | SPORTS GOVERNANCE (ALSO MEETS DJCA 400 REQUIREMENT) | 3 |
| ___ BUS 482 | SPORTS SEMINAR | 3 |
| ___ BUS 499 | BUSINESS INTERNSHIP II | 3 |
| ___ MKT 376 | SPORTS MARKETING | 3 |

| **ELECTIVES** | **24 CREDITS** |
|---|---|
| ___ UPPER LEVEL ELECTIVES (300+) | 3 |
| ___ GENERAL ELECTIVES | 21 |

**TOTAL CREDITS 120**

# SPORTS MANAGEMENT (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | BUS 125 | Elective |
| Elective | BUS 125 | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DSS 200, DJC 200, DQR 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 270 | BUS 270 | BUS 350 | BUS 350 |
| ACC 205 | ACC 205 | BUS 311 | BUS 311 |
| DBR 200 | DSL 200 | DSL 200 | DBR 200 |
| MKT 250 | MKT 250 | BUS 317 | BUS 317 |
| Elective | Elective | Elective | Elective |
| BUS 322 | BUS 322 | BUS 498 | BUS 498 |

### J-Term 2

| |
|---|
| Career Preparation and Language & Culture |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | DBR 300 | BUS 482 | BUS 482 |
| BUS 414 | Elective | DBR 400 | BUS 425 |
| DSS 400 | BUS 414 | BUS 499 | DSS 400 |
| Elective | BUS 499 | Upper Level Elective | Upper Level Elective |
| DBR 300 | MKT 376 | MKT 376 | DBR 400 |
| BUS 401 | Elective | Elective | BUS 401 |

### J-Term 3

| |
|---|
| Elective |

# SPORTS MANAGEMENT (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | BUS 180 | BUS 210 |
| BUS 210 | BUS 180 | BUS 125 | Elective |
| Elective | BUS 125 | Elective | Elective |

**J-Term 1**

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | BUS 270 | BUS 270 | DBR 200 |
| ACC 205 | MKT 250 | MKT 250 | ACC 205 |
| Elective | Elective | Elective | Elective |

**J-Term 2**

| |
|---|
| Career Preparation |

## Year 3

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 317 | BUS 322 | BUS 322 | BUS 317 |
| BUS 350 | BUS 401 | BUS 401 | BUS 350 |
| DBR 300 | BUS 498 | BUS 498 | DBR 300 |
| BUS 311 | Elective | Elective | BUS 311 |
| MKT 376 | Elective | Elective | MKT 376 |

**J-Term 3**

| |
|---|
| Language & Culture |

## Year 4

| FALL | | SPRING | |
|---|---|---|---|
| **Track A** | **Track B** | **Track A** | **Track B** |
| BUS 425 | DBR 400 | BUS 482 | BUS 482 |
| BUS 414 | Elective | DBR 400 | BUS 425 |
| DSS 400 | BUS 414 | BUS 499 | DSS 400 |
| Elective | BUS 499 | Upper Level Elective | Upper Level Elective |

**J-Term 4**

| |
|---|
| Optional |

# UNDERGRADUATE MINORS

**AVIATION MANAGEMENT MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ AVM 347 | AVIATION OPERATIONS MANAGEMENT | 3 |
| ___ AVM 431 | GLOBAL AVIATION REGULATIONS AND LAW | 3 |
| ___ AVM 482 | AIR TRAFFIC BASICS | 3 |
| ___ AVM 483 | AVIATION TECHNOLOGIES | 3 |

**ENTREPRENEURSHIP MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ BUS 308 | CORPORATE ENTREPRENEURSHIP | 3 |
| ___ BUS 375 | CREATIVITY AND INNOVATION | 3 |
| ___ BUS 400 | ENTREPRENEURIAL FINANCE | 3 |
| ___ BUS 458 | ENTREPRENEURSHIP IN PRACTICE | 3 |
| ___ BUS 475 | MERGERS, ACQUISITIONS AND INTEGRATION | 3 |

**EVENT MANAGEMENT MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ HA 110 | INTRODUCTION TO EVENT MANAGEMENT | 3 |
| ___ HA 352 | BANQUET, CATERING, OPERATIONS AND CONTROL | 3 |
| ___ HA 370 | GROUP AND CONVENTION MANAGEMENT | 3 |
| ___ HA 401 | CURRENT ISSUES IN EVENT MANAGEMENT | 3 |
| ___ HA 481 | SENIOR SEMINAR | 3 |

**FASHION AND RETAIL MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ MKT 101 | FASHION AND RETAIL MANAGEMENT | 3 |
| ___ MKT 240 | BUYING AND INVENTORY PLANNING | 3 |
| ___ MKT 300 | FASHION SHOW PRODUCTION | 3 |
| ___ MKT 420 | THE EVOLUTION OF FASHION AND RETAIL CHANGE | 3 |
| ___ MKT 465 | FASHION AND RETAIL STRATEGIC PLANNING | 3 |

**HOSPITALITY MANAGEMENT MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ HA 100 | INTRODUCTION TO HOSPITALITY AND TOURISM | 3 |
| ___ HA 261 | FOOD SERVICE OPERATIONS | 3 |
| ___ HA 337 | ROOMS DIVISION MANAGEMENT | 3 |
| ___ HA 400 | CURRENT ISSUES IN HOSPITALITY MANAGEMENT | 3 |
| ___ HA 481 | SENIOR SEMINAR | 3 |

**INTERNATIONAL BUSINESS MANAGEMENT MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ BUS 280 | GLOBAL MANAGEMENT | 3 |
| ___ BUS 395 | GLOBAL FINANCIAL MARKETS | 3 |
| ___ BUS 408 | POLITICAL AND CULTURAL DIMENSIONS OF GLOBAL MARKETS | 3 |
| ___ BUS 440 | GLOBAL OPERATIONS STRATEGY | 3 |
| ___ MKT 392 | GLOBAL MARKETING | 3 |

**MARKETING MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ BUS 255 | FUNDAMENTALS OF E-BUSINESS | 3 |
| ___ MKT 385 | TRENDS IN ONLINE MARKETING | 3 |
| ___ MKT 410 | CONSUMER AND ORGANIZATIONAL BEHAVIOR | 3 |
| ___ MKT 430 | MARKETING RESEARCH | 3 |
| ___ MKT 470 | WEBSITE OPTIMIZATION AND PERFORMANCE | 3 |

**SPORTS MANAGEMENT MINOR** **15 CREDITS**

| | | |
|---|---|---|
| ___ BUS 125 | INTRODUCTION TO SPORTS MANAGEMENT | 3 |
| ___ BUS 317 | SPORTS LAW AND RISK MANAGEMENT | 3 |
| ___ BUS 414 | SPORTS GOVERNANCE | 3 |
| ___ BUS 482 | SPORTS SEMINAR | 3 |
| ___ MKT 376 | SPORTS MARKETING | |

# DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

**Mission Statement**

The Donald E. and Helen L. Ross College of Education's programs are delivered via experiential learning, and therefore bring research to practice. These programs challenge students to develop intellectually and personally to their fullest potential, ensuring that they are equipped with the knowledge, skills and competencies required of successful educators to meet the needs of all learners in to day'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 teaching education, the Ross College of Education has a state of Florida-approved teacher preparation program leading to certification in Elementary K-6 Education. In accordance with Florida Statue 1004.04 public accountability and state approval for teacher preparation programs, students are required to meet the following prerequisites for admission into the Ross College of Education teacher preparation program prior to the set deadline:

1. Maintain a grade point average of 2.0 or higher for all level Dialogue courses.
2. Demonstrate mastery of general knowledge, by passing all four (4) sections of the General Knowledge Florida Teacher Certification Examination.
3. Maintain a grade point average of 2.0 or higher in all education courses, with no grade lower than a C.
4. Submit a portfolio; including a completed application for admittance, within Live Text to the Ross College of Education. The Ross College of Education will review the candidate's documentation to determine the status of admission to the state-approved teacher education programs.

Candidates for graduation must:

1. Complete all major requirements with a grade point average of 2.0 or higher with no grade lower than a C.
2. Demonstrate mastery of subject area and professional education knowledge by passing the Professional Skills and a Subject Area portion of the Florida Teacher Certification Examination.

The State of Florida may require additional courses in the field for certification prior to issuing the five-year certificate. Program requirements may change in order to comply with any changes made by the State of Florida Department of Education. Grandfather provisions do not apply when such program changes are made.

Note: Credits and degrees earned from colleges within the State of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify an individual for a Florida Teaching Certificate. The established procedure requires the Florida Department of Education to review and recognize the credentials of the individual and the accreditation of the college granting the degrees prior to approving teacher certification. Any student interested in obtaining a Florida Teaching Certificate should contact the Florida Department of Education, Bureau of Educator Certification, Suite 201, Turlington Building, 325 West Gaines St., Tallahassee, FL 32399-0400.

Noncitizens: A noncitizen may be issued an Official Statement of Status of Eligibility or a certificate as specified below:

An Official Statement of Status of Eligibility shall be issued when the applicant meets requirements specified in Section 1012.56(1), Florida Statutes.

The certificate may be issued when the applicant meets requirements specified in Rule 6A-4.004, F.A.C., and an official of the employing Florida public, state supported, or nonpublic school submits documentation of appropriate immigration status. The documentation shall be a photocopy of the completed United States Immigration and Naturalization Form I-9, Employment Eligibility Verification, accepted for employment in compliance with the United States Immigration Reform and Control Act of 1986.

**ESOL AND READING**

Successful completion of the program will earn the student Florida teaching certification in Grades K-6, and the following Florida State Endorsements:

ESOL K-12 Endorsement

Reading K-12 Endorsement

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: ELEMENTARY EDUCATION GRADES K-6

The Elementary Education major is designed to prepare students to teach in grades kindergarten through six. Elementary Education students have experiences that combine learning theory with practical applications, promote the integration of technology reading and ESOL performance standards as well as encompassing a variety of field activities. Students enrolled in the Elementary Education program will be encouraged to recognize and appreciate the diversity of today's children and to be able to meet their varied educational needs in a multicultural society. The courses in this state-approved program are designed to meet the requirements for certification in Florida.

Students majoring in Elementary Education Grades K–6 must fulfill the following core and certification requirements:

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **42 CREDITS** |
|---|---|---|
| * Students in the B.S. in Education program only participate in the first three years of the Dialogues of Learning. | | |
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 300 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING FOR ED MAJORS | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |
| **MAJOR REQUIREMENTS** | | **69 CREDITS** |
| ___ EDU 101 | INTRODUCTION TO EDUCATION | 3 |
| ___ EDU 160 | CHILD DEVELOPMENT, HEALTH, PE, & SAFETY | 3 |
| ___ EDU 210 | DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES | 3 |
| ___ EDU 214 | ART, MUSIC, & MOVEMENT | 3 |
| ___ EDU 215 | CHILDREN'S LITERATURE | 3 |
| ___ EDU 315 | LITERACY IN THE PRIMARY GRADES | 3 |
| ___ EDU 316 | LITERACY IN THE INTERMEDIATE GRADES | 3 |
| ___ EDU 317 | SCIENCE IN THE ELEMENTARY SCHOOL I (ALSO MEETS DSL 300 REQUIREMENT) | 3 |
| ___ EDU 318 | MATH IN THE ELEMENTARY SCHOOL I | 3 |
| ___ EDU 319 | TEACHING SOCIAL STUDIES | 3 |
| ___ EDU 415 | MANAGING THE CLASSROOM | 3 |
| ___ EDU 418 | MATH IN THE ELEMENTARY SCHOOL II (ALSO MEETS DQR 300 REQUIREMENT) | 3 |
| ___ EDU 419 | SCIENCE IN THE ELEMENTARY SCHOOL II | 3 |
| ___ EDU 420 | ASSESSMENT FOR INSTRUCTION | 3 |
| ___ EDU 480 | PRACTICUM | 3 |
| ___ EDU 481 | CLINICAL INTERNSHIP | 12 |
| ___ ESE 275 | INCLUSIVE EDUCATION | 3 |
| ___ ESL 300 | SECOND LANGUAGE AND LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS | 3 |
| ___ ESL 310 | SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS | 3 |
| ___ ESL 330 | CROSS CULTURAL COMMUNICATIONS (ALSO MEETS DSS 300 REQUIREMENT) | 3 |
| ___ ZEDU 001 | GENERAL KNOWLEDGE PREPARATION | 0 |
| **FREE ELECTIVES** | | **9 CREDITS** |
| ___ FREE ELECTIVES | | 9 |

**TOTAL CREDITS 120**

# ELEMENTARY EDUCATION GRADES K-6 (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| EDU 101 | EDU 101 | EDU 210 | EDU 210 |
| EDU 160 | EDU 160 | EDU 215 | EDU 215 |
| EDU 214 | EDU 214 | DBR 100 | DBR 100 |
| DJC 100 | DJC 100 | DSS 100 | DSS 100 |
| DQR 100 | DSL 100 | DSL 100 | DQR 100 |

ZEDU 001
(May need to be repeated) **J-Term 1**

| Citizenship Project |
|---|

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| ESL 330 | ESL 330 | ESE 275 | ESE 275 |
| ESL 300 | ESL 300 | ESL 310 | ESL 310 |
| EDU 319 | EDU 319 | DSS 200 | DSS 200 |
| DSL 200 | DQR 200 | DQR 200 | DSL 200 |
| DJC 200 | DJC 200 | DBR 200 | DBR 200 |

**J-Term 2**

| Language & Culture |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| SATISFIED ¾ GK & PORTFOLIO | |
| EDU 315 | EDU 316 |
| EDU 317 | EDU 415 |
| EDU 318 | EDU 418 |
| DBR 300 | EDU 419 |
| DJC 300 | EDU 420 |

**J-Term 3**

| Career Preparation |
|---|

## Year 4

| FALL | SPRING |
|---|---|
| SATISFIED 4/4 GK | |
| EDU 480 | EDU 481 |
| Elective | |
| Elective | |
| Elective | |

**J-Term 4**

| Optional |
|---|

# UNDERGRADUATE MINORS

**MINOR IN ELEMENTARY EDUCATION**

The Ross College of Education offers an undergraduate minor in the field of Elementary Education. The minor is structured to provide a substantial introduction to education through a broad-based and focused study of educational research, theory and practice.

During their sophomore year students interested in pursuing an undergraduate minor in Elementary Education need to declare the minor and contact the Elementary Education Program Coordinator.

The minor requires five core courses to ensure coverage of the disciplines of the field, while allowing flexibility for students wanting to pursue specific interests within Education.

| | | **15 CREDITS** |
|---|---|---|
| ___EDU 101 | INTRODUCTION TO EDUCATION | 3 |
| ___EDU 210 | DIFFERENTIATED INSTRUCTION & EFFECTIVE TEACHING STRATEGIES | 3 |
| ___EDU 415 | MANAGING THE CLASSROOM | 3 |
| ___EDU 420 | ASSESSMENT FOR INSTRUCTION | 3 |
| ___ESL 330 | CROSS CULTURAL COMMUNICATIONS | 3 |

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

**MISSION STATEMENT**

The Lynn University College of International Communication (CIC) provides students an opportunity to acquire the knowledge, skills and experience necessary to build successful communication careers in the global media marketplace.

The college is committed to blending a strong liberal arts concentration with professional programs in communication that offer "hands-on" educational opportunities in film and television directing, writing, camera work, lighting, set design and digital editing; theater and media performance; journalism, advertising and public relations; studies in traditional and emerging media; and multimedia design, including the study of photography, animation and graphic design.

The unique combination of theory, practice and internships offers students an opportunity to build a solid foundation for success in the competitive fields of communication. The college's innovative approach to collaborative education enables students to participate in integrated learning projects that simulate media industries and promote the transition to professional positions in communication and media.

**FACILITIES**

State-of-the-art digital facilities house broadcast and cinema production and post-production centers, multimedia design labs with 3D printing and motion capture animation studios that enable students to develop professional skills and an advanced understanding of studio, field and news production, as well as digital post-production and editing. Instructional facilities for new media promote the early adoption of developing technologies into the mass media mix, including social and mobile media, Web design, audio/video streaming, interactive business presentations and emerging media.

## UNDERGRADUATE PROGRAM

The Lynn College of International Communication offers courses leading to a Bachelor of Arts in five areas:

- Advertising and Public Relations
- Communication and Emerging Media
- Drama
- Film and Television
- Multimedia Journalism

A Bachelor of Science is available in:

- Multimedia Design

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 traditional, emerging and interpersonal/social media. Students have an opportunity to achieve a level of professional competency in their specific major. Several majors, such as Film and Television, Multimedia Design and Multimedia Journalism have a strong production emphasis. Others, including Advertising and Public Relations, Drama and Communication and Emerging Media place greater emphasis on theory. 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 seeks to prepare students for successful careers in a rapidly changing global community. Students majoring in a program complete the following requirements:

1. A university core curriculum of 66 credits (core credits required may be embedded within the major).
2. A CIC core curriculum of 12 credits.
3. A major curriculum of 33 credits.
4. Between 12 and 27 additional elective credits (depending on the major) that may include courses toward a minor, general electives from other university programs, or additional courses in the Lynn College of International Communication.
5. A total of 120 credits required for graduation.

**POLICY REGARDING INTERNSHIP**

Students who have successfully completed 75 credits, a minimum of two semesters after declaring a major in the College of International Communication and have a minimum GPA of 3.25 are eligible for up to six credits of internship. Students who have completed 90 credit hours and have a minimum GPA of 2.5 may enroll in up to six credits of internship.

**POLICY REGARDING TRANSFER OF CREDITS**

Students must earn a minimum of 21 credits in the College of International Communication.

# BACHELOR OF ARTS (B.A.)

## MAJOR: ADVERTISING AND PUBLIC RELATIONS

Advertising and public relations (APR) are multi-billion dollar industries that affect our lives on a daily basis. For example, the average American views thousands of 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 program is designed to prepare students for competitive success within a dynamic advertising/public relations environment by offering students an opportunity to develop skills to assess both domestic and international perspectives, develop innovative approaches and implement creative designs.

The APR program is intended for students who are interested in positions such as copywriters, art directors, media planners, social media designers, 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** | | **48 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |
| **CIC CORE REQUIREMENTS** | | **12 CREDITS** |
| ___ COM 108 | MEDIA LITERACY | 3 |
| ___ COM 202 | COMMUNICATION STRATEGIES AND PERFORMANCE | 3 |
| ___ COM 310 | APPLIED MEDIA (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 476 | ADVERTISING AND PUBLIC RELATIONS CAPSTONE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |
| **MAJOR REQUIREMENTS** | | **33 CREDITS** |
| ___ COM 115 | INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS | 3 |
| ___ COM 116 | PUBLIC RELATIONS PLANNING AND STRATEGY | 3 |
| ___ COM 341 | PERSUASION AND PROPAGANDA (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ COM 342 | ADVERTISING MANAGEMENT | 3 |
| ___ COM 360 | COMMUNICATION THEORIES (ALSO MEETS DBRA 300 REQUIREMENT) | 3 |
| ___ COM 375 | ADVERTISING, PUBLIC RELATIONS AND SOCIETY (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 440 | PUBLIC RELATIONS PRACTICES | 3 |
| ___ COM 451 | INTERCULTURAL COMMUNICATION (ALSO MEETS DSSG 400 REQUIREMENT) | 3 |
| ___ COM 492 | STRATEGIES IN ADVERTISING RESEARCH (ALSO MEETS DQR 400 REQUIREMENT) | 3 |
| ___ GVC 220 | DIGITAL LAYOUT AND DESIGN | 3 |
| ___ GVC 350 | ADVERTISING, DESIGN AND PRODUCTION | 3 |
| **FREE ELECTIVES** | | **27 CREDITS** |
| ___ FREE ELECTIVE (300+) | | 3 |
| ___ FREE ELECTIVE | | 24 |

**TOTAL CREDITS 120**

# ADVERTISING AND PUBLIC RELATIONS (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 108 | COM 116 | COM 116 |
| COM 115 | Elective | Elective | COM 115 |
| DSS 100 | DSS 100 | DSL 100 | DSL 100 |
| DQR 100 | DQR 100 | DJC 100 | DBR 100 |
| DBR 100 | DJC 100 | Elective | Elective |
| | | Elective | Elective |

## J-Term 1

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| GVC 220 | COM 310 | COM 310 | COM 341 |
| COM 202 | COM 360 | COM 341 | COM 375 |
| COM 360 | COM 202 | COM 375 | DBR 200 |
| DSS 200 | GVC 220 | DQR 300 | DQR 300 |
| DBR 200 | DSL 300 | DSL 300 | DSS 200 |
| Elective | Elective | GVC 350 | GVC 350 |

## J-Term 2

| Language & Culture and Elective |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 451 | COM 342 |
| COM 492 | COM 440 |
| DBR 400 | COM 476 |
| DSL 400 | Elective |
| Upper Level Elective | Elective |
| Elective | Optional Elective |

## J-Term 3

| Career Preparation |
|---|

# ADVERTISING AND PUBLIC RELATIONS (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 108 | DJC 100 | COM 115 |
| COM 115 | DJC 100 | COM 116 | COM 116 |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | Elective | DBR 100 |
| DBR 100 | Elective | Elective | Elective |

## J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| GVC 220 | COM 310 | COM 310 | COM 202 |
| COM 202 | DJC 200 | DJC 200 | GVC 220 |
| DSS 200 | DSL 200 | DSL 200 | DSS 200 |
| DQR 200 | Elective | Elective | DQR 200 |
| DBR 200 | Elective | Elective | DBR 200 |

## J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 360 | COM 341 |
| COM 375 | GVC 350 |
| DSL 300 | DQR 300 |
| Upper Level Elective | Elective |
| Elective | Elective |

## J-Term 3

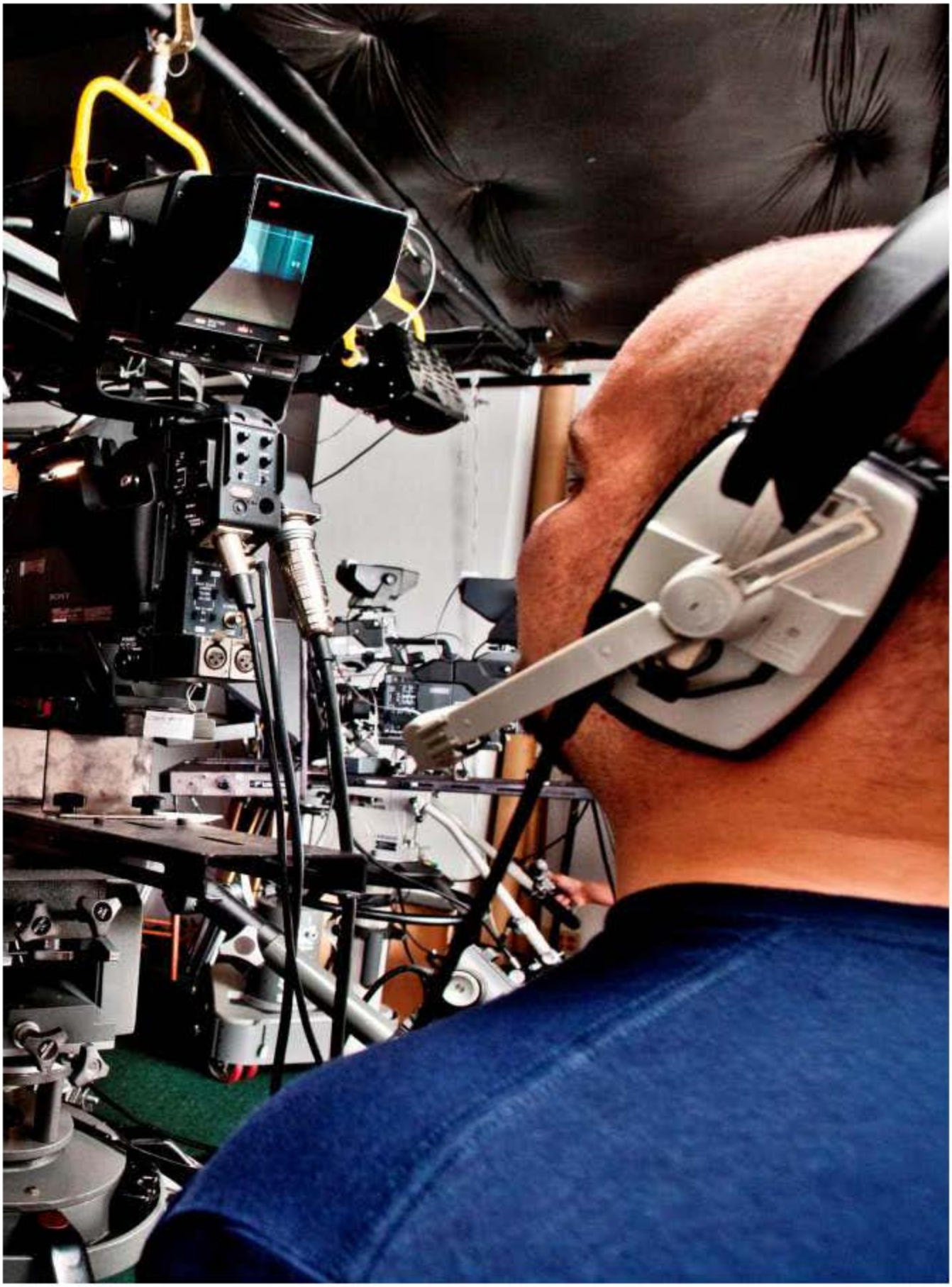
| |
|---|
| Optional |

## Year 4

| FALL | SPRING |
|---|---|
| | |
| COM 342 | COM 440 |
| COM 451 | COM 476 |
| COM 492 | DBR 400 |
| DSL 400 | Elective |
| Optional Elective | Optional Elective |

## J-Term 4

| |
|---|
| Career Preparation |



# BACHELOR OF ARTS (B.A.)

## MAJOR: COMMUNICATION AND EMERGING MEDIA

Excellence in communication contributes to success in all aspects of personal, professional and civic life. Citizens of the 21st century need to understand the communication opportunities, obligations and risks that emerge in an era of cultural diversity and conflict. Leaders, consultants, activists, and indeed all citizens, use communication to affect public opinion, mobilize interest groups, negotiate policy and maintain relations with people within their own and other cultures.

In the last few years, new technologies have changed the way people communicate. The change to date is just the beginning. To fully understand and engage in the practice of communication, the communication scholar and practitioner has to comprehend and appreciate the effect of how soon-to-be-developed technologies will influence and transform communication delivery systems and the evolving media in society.

The academic major in Communication and Emerging Media ties the traditional study of communication to the exploration of newly developing technologies as they are introduced into the media environment. The program promotes the knowledge, analysis and practical application of communication strategies in developing content for traditional, new and emerging media.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **48 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **CIC CORE REQUIREMENTS** | | **12 CREDITS** |
|---|---|---|
| ___ COM 108 | MEDIA LITERACY | 3 |
| ___ COM 202 | COMMUNICATION STRATEGIES AND PERFORMANCE | 3 |
| ___ COM 310 | APPLIED MEDIA (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 477 | COMMUNICATION & EMERGING MEDIA CAPSTONE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

| **MAJOR REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| ___ COM 106 | INTERNET MEDIA | 3 |
| ___ COM 125 | INTERPERSONAL COMMUNICATION | 3 |
| ___ COM 244 | DEVELOPMENT OF TECHNOLOGY IN COMMUNICATION | 3 |
| ___ COM 254 | MEDIA AESTHETICS | 3 |
| ___ COM 305 | IMPACT OF DEVELOPING MEDIA ON SOCIETY (ALSO MEETS DSSG 300 REQUIREMENT) | 3 |
| ___ COM 341 | PERSUASION AND PROPAGANDA (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ COM 350 | COMMUNICATION LAW AND ETHICS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ COM 360 | COMMUNICATION THEORIES (ALSO MEETS DBRA 300 REQUIREMENT) | 3 |
| ___ COM 436 | GENDER COMMUNICATION (ALSO MEETS DBRG 400 REQUIREMENT) | 3 |
| ___ COM 444 | STRATEGIES IN NEW MEDIA USE | 3 |
| ___ COM 451 | INTERCULTURAL COMMUNICATION (ALSO MEETS DSSG 400 REQUIREMENT) | 3 |

| **FREE ELECTIVES** | | **27 CREDITS** |
|---|---|---|
| ___ FREE ELECTIVE (300+) | | 6 |
| ___ FREE ELECTIVE | | 21 |

**TOTAL CREDITS 120**

# COMMUNICATION AND EMERGING MEDIA (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 125 | COM 106 | COM 106 | COM 125 |
| COM 108 | DSS 100 | DJC 100 | COM 108 |
| DSS 100 | DJC 100 | DSL 100 | DBR 100 |
| DQR 100 | DSL 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 244 | COM 244 | COM 202 | COM 202 |
| COM 305 | COM 305 | COM 254 | COM 254 |
| COM 341 | COM 341 | COM 360 | COM 360 |
| DSS 200 | DSL 300 | DSL 300 | DBR 200 |
| DQR 300 | Elective | Elective | DSS 200 |
| DBR 200 | Elective | Elective | DQR 300 |

### J-Term 2

| Language & Culture and Elective |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 310 | COM 436 |
| COM 350 | COM 477 |
| COM 444 | Elective |
| COM 451 | DSL 400 |
| DQR 400 | Upper Level Elective |
| Upper Level Elective | Elective |

### J-Term 3

| Career Preparation |
|---|

# COMMUNICATION AND EMERGING MEDIA (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 125 | COM 106 | COM 106 | COM 125 |
| COM 108 | DSS 100 | DJC 100 | COM 108 |
| DSS 100 | DJC 100 | DSL 100 | DBR 100 |
| DQR 100 | DSL 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 244 | COM 202 | COM 202 | COM 254 |
| DBR 200 | COM 244 | COM 254 | DBR 200 |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| Elective | Elective | Elective | Elective |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 305 | COM 350 |
| COM 310 | COM 360 |
| COM 341 | DQR 300 |
| DSL 300 | Upper Level Elective |
| Elective | Elective |

### J-Term 3

| |
|---|
| Optional |

## Year 4

| FALL | SPRING |
|---|---|
| | |
| COM 444 | COM 436 |
| COM 451 | COM 477 |
| DQR 400 | DSL 400 |
| Upper Level Elective | Elective |
| Optional Elective | Optional Elective |

### J-Term 4

| |
|---|
| Career Preparation |

# BACHELOR OF ARTS (B.A.)

## MAJOR: DRAMA

The dramatic arts affect the lives of nearly every human being on a daily basis. From one-on-one storytelling to live theatrical production, film screenings and television broadcasts, the expressive arts surround and infuse themselves in our lives. They teach citizens about the world and society in which they live. They entertain and bring joy and emotional connection. They motivate individuals to seek further understanding of the self and look critically at how the global community communicates. The dramatic arts are the platforms of truth and expression, and the dramatic industry is the medium that brings these works to the world.

The program in Drama promotes the understanding and practice of the entirety of the dramatic arts. It provides students the opportunity to learn all the facets of dramatic production such as acting, directing, writing, producing, designing, filmmaking and technical production as well as how to develop as confident and creative artists capable of performing in the stage, film, television and Internet markets. Through interdisciplinary educational approaches, the Drama major provides students with the opportunity to acquire the skills necessary to meet the demands of an ever-evolving technological and international marketplace.

The Drama major is intended for students who are interested in positions within the dramatic arts, whether in performance, creation, or production. A student who majors in Drama is someone 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** | | **54 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 300 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **CIC CORE REQUIREMENTS** | | **12 CREDITS** |
|---|---|---|
| ___ COM 108 | MEDIA LITERACY | 3 |
| ___ COM 202 | COMMUNICATION STRATEGIES AND PERFORMANCE | 3 |
| ___ COM 310 | APPLIED MEDIA (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 478 | DRAMA CAPSTONE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

| **MAJOR REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| ___ COM 103 | ACTING I | 3 |
| ___ COM 130 | FILM APPRECIATION | 3 |
| ___ COM 203 | ACTING II | 3 |
| ___ COM 215 | WRITING FOR PERFORMANCE | 3 |
| ___ COM 255 | FILM AND VIDEO EDITING | 3 |
| ___ COM 303 | ACTING III | 3 |
| ___ COM 313 | THEATRICAL DESIGN & PRODUCTION (ALSO MEETS DQR 300 REQUIREMENT) | 3 |
| ___ COM 373 | VOICE AND MOVEMENT (ALSO MEETS DSL 300 REQUIREMENT) | 3 |
| ___ COM 383 | RADIO AND VOICE-OVER PERFORMANCE | 3 |
| ___ COM 403 | DIRECTING THE ACTOR | 3 |
| ___ COM 413 | PERFORMANCE FOR THE CAMERA | 3 |

| **FREE ELECTIVES** | | **21 CREDITS** |
|---|---|---|
| ___ FREE ELECTIVE (300+) | | 3 |
| ___ FREE ELECTIVE | | 18 |

**TOTAL CREDITS 120**

# DRAMA (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 108 | COM 130 | COM 103 |
| COM 103 | DSL 100 | DJC 100 | COM 130 |
| DSS 100 | DSS 100 | DSL 100 | DBR 100 |
| DQR 100 | DJC 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 202 | COM 215 | COM 203 | COM 202 |
| COM 215 | COM 255 | COM 255 | COM 203 |
| COM 373 | COM 373 | COM 310 | COM 310 |
| DSS 200 | DSS 200 | COM 313 | COM 313 |
| DBR 200 | Elective | Elective | DBR 200 |
| Elective | Elective | Elective | Elective |

### J-Term 2

| Language & Culture and Elective |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 383 | COM 303 |
| COM 403 | COM 413 |
| DBR 300 | COM 478 |
| DSL 400 | DSS 400 |
| DJC 300 | DQR 400 |
| Upper Level Elective | DBR 400 |

### J-Term 3

| Career Preparation |
|---|

# DRAMA (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 108 | COM 130 | COM 103 |
| COM 103 | DSL 100 | DJC 100 | COM 130 |
| DSS 100 | DSS 100 | DSL 100 | DBR 100 |
| DQR 100 | DJC 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 215 | COM 202 | COM 202 | COM 203 |
| DBR 200 | COM 215 | COM 255 | COM 255 |
| DSS 200 | DJC 200 | COM 203 | DBR 200 |
| DQR 200 | DSL 200 | DJC 200 | DSS 200 |
| Elective | Elective | DSL 200 | DQR 200 |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 310 | COM 303 |
| COM 373 | COM 313 |
| COM 383 | DJC 300 |
| DBR 300 | Elective |
| Elective | Elective |

### J-Term 3

| |
|---|
| Optional |

## Year 4

| FALL | SPRING |
|---|---|
| | |
| COM 403 | COM 413 |
| COM 478 | DBR 400 |
| DQR 400 | DSL 400 |
| DSS 400 | Upper Level Elective |
| Optional Elective | Optional Elective |

### J-Term 4

| |
|---|
| Career Preparation |

# BACHELOR OF ARTS (B.A.)

# MAJOR: FILM AND TELEVISION

The Film and Television program is designed to provide students with the knowledge, skills and experience necessary to build successful careers in film, television and video media. Citizens of the 21st century will be more empowered and employable as they develop fluency in visual storytelling and production.

The Film and Television program emphasizes the creative, technical and theoretical study of the cinema, television and video media. Pre-production, production and post-production skill-sets taught in the major include: screenwriting, shot selection, cinematography, casting and collaborating with actors and TV journalists, script supervising, sound recording, and non-linear video editing with a multi-layered sound track. Students work collaboratively and have an opportunity to master their technical competency with state-of-the-art technology.

The Film and Television program is intended for students who are interested in positions in the wide ranging industries of film, television, video and Internet-delivered media, whether they are located in Hollywood, New York or smaller film production centers that often produce entertainment, information and corporate films and video.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **60 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 300 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 400 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **CIC CORE REQUIREMENTS** | | **12 CREDITS** |
|---|---|---|
| ___ COM 108 | MEDIA LITERACY | 3 |
| ___ COM 202 | COMMUNICATION STRATEGIES AND PERFORMANCE | 3 |
| ___ COM 310 | APPLIED MEDIA (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 484 | FILM AND TELEVISION CAPSTONE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

| **MAJOR REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| ___ COM 103 | ACTING I | 3 |
| ___ COM 130 | FILM APPRECIATION | 3 |
| ___ COM 145 | TELEVISION PRODUCTION | 3 |
| ___ COM 150 | FILM PRODUCTION | 3 |
| ___ COM 215 | WRITING FOR PERFORMANCE | 3 |
| ___ COM 227 | VIDEOGRAPHY | 3 |
| ___ COM 255 | FILM AND VIDEO EDITING | 3 |
| ___ COM 307 | ADVANCED FILM AND VIDEO PRODUCTION | 3 |
| ___ COM 315 | WRITING FOR FILM AND TELEVISION | 3 |
| ___ COM 335 | FILM HISTORY (ALSO MEETS DSSG 300 REQUIREMENT) | 3 |
| ___ COM 465 | FILM AND VIDEO PRACTICUM | 3 |

| **FREE ELECTIVES** | | **15 CREDITS** |
|---|---|---|
| ___ FREE ELECTIVE (300+) | | 3 |
| ___ FREE ELECTIVE | | 12 |

**TOTAL CREDITS 120**

# FILM AND TELEVISION (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 103 | COM 103 | COM 108 |
| COM 150 | COM 145 | COM 130 | COM 130 |
| DBR 100 | DJC 100 | COM 145 | COM 150 |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |

## J-Term 1

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 255 | COM 202 | COM 202 | COM 227 |
| COM 215 | COM 215 | COM 227 | COM 315 |
| COM 310 | COM 310 | COM 315 | DBR 200 |
| COM 335 | COM 335 | DSL 300 | DSS 200 |
| DBR 200 | COM 255 | Elective | Elective |
| DSS 200 | DSL 300 | Elective | Elective |

## J-Term 2

| Language & Culture and Elective |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 307 | COM 465 |
| DQR 300 | COM 484 |
| DJC 300 | DBR 400 |
| DBR 300 | DQR 400 |
| DSL 400 | DSS 400 |
| Elective | Upper Level Elective |

## J-Term 3

| Career Preparation |
|---|

# FILM AND TELEVISION (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 103 | COM 103 | COM 108 |
| COM 150 | COM 145 | COM 130 | COM 130 |
| DBR 100 | DJC 100 | COM 145 | COM 150 |
| DSS 100 | DSS 100 | DSL 100 | DQR 100 |
| DQR 100 | DSL 100 | DJC 100 | DBR 100 |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 215 | COM 215 | COM 227 | COM 227 |
| COM 255 | COM 202 | COM 202 | COM 255 |
| DSS 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | DSL 200 | DSL 200 | DQR 200 |
| DBR 200 | Elective | Elective | DBR 200 |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 310 | COM 315 |
| COM 335 | DSL 300 |
| DBR 300 | DJC 300 |
| DQR 300 | Elective |
| Elective | Elective |

### J-Term 3

| |
|---|
| Optional |

## Year 4

| FALL | SPRING |
|---|---|
| | |
| COM 307 | COM 465 |
| DSL 400 | COM 484 |
| DSS 400 | DBR 400 |
| Upper Level Elective | DQR 400 |
| Optional Elective | Optional Elective |

### J-Term 4

| |
|---|
| Career Preparation |

HDV

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: MULTIMEDIA DESIGN

The 21st century is witnessing a transformational shift throughout society toward digital and visual media. In the years ahead, "Multimedia Design" – a comprehensive program that includes the traditional fields of graphic design, photography and animation, along with the new areas of motion capture and 3D printing – will offer students the opportunity to develop the necessary digitally-based skill-sets for successful careers in the visually dominant art and design communities, as well as the visual side of the entertainment and information industries.

The Multimedia Design program combines foundational and advanced instruction and practice in a wide variety of visual design fields across a broad range of media. Utilizing the new and emerging design tools merged with traditional graphic design principles, creative still and motion photography, digital animation and 3D design along with historical 2D design principles enhance opportunities for groundbreaking visual designs.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **57 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 300 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **CIC CORE REQUIREMENTS** | | **12 CREDITS** |
|---|---|---|
| ___ COM 108 | MEDIA LITERACY | 3 |
| ___ COM 202 | COMMUNICATION STRATEGIES AND PERFORMANCE | 3 |
| ___ COM 310 | APPLIED MEDIA (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 482 | MULTIMEDIA DESIGN CAPSTONE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

| **MAJOR REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| ___ GVC 122 | DRAWING AND DESIGN | 3 |
| ___ GVC 165 | DIGITAL PHOTOGRAPHY | 3 |
| ___ GVC 220 | DIGITAL LAYOUT AND DESIGN | 3 |
| ___ GVC 235 | WEB DESIGN | 3 |
| ___ COM 255 | FILM AND VIDEO EDITING | 3 |
| ___ GVC 340 | DIGITAL ILLUSTRATION | 3 |
| ___ GVC 342 | APPLIED PHOTOGRAPHY | 3 |
| ___ GVC 350 | ADVERTISING, DESIGN AND PRODUCTION | 3 |
| ___ GVC 360 | DIGITAL IMAGING | 3 |
| ___ GVC 405 | DIGITAL COMPOSITING | 3 |
| ___ GVC 442 | ADVANCED DIGITAL ART (ALSO MEETS DSSG 400 REQUIREMENT) | 3 |

| **FREE ELECTIVES** | **18 CREDITS** |
|---|---|
| ___ FREE ELECTIVE | 18 |

**TOTAL CREDITS 120**

# MULTIMEDIA DESIGN (B.S.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | DJC 100 | DJC 100 | COM 108 |
| GVC 122 | GVC 165 | GVC 165 | GVC 122 |
| DSS 100 | DSS 100 | DSL 100 | DBR 100 |
| DQR 100 | DSL 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 202 | COM 255 | COM 255 | COM 202 |
| GVC 220 | GVC 220 | GVC 342 | GVC 342 |
| GVC 235 | GVC 235 | DBR 300 | DBR 300 |
| DBR 200 | DBR 200 | DJC 300 | DJC 300 |
| DSS 200 | DSS 200 | DQR 300 | DQR 300 |
| DSL 300 | DSL 300 | Elective | Elective |

### J-Term 2

| |
|---|
| Language & Culture and Elective |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 310 | COM 482 |
| GVC 340 | GVC 350 |
| GVC 360 | GVC 405 |
| Elective | GVC 442 |
| DSL 400 | DBR 400 |
| DQR 400 | Elective |

### J-Term 3

| |
|---|
| Career Preparation |

# MULTIMEDIA DESIGN (B.S.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | DSS 100 | DJC 100 | COM 108 |
| GVC 122 | GVC 165 | GVC 165 | GVC 122 |
| DSS 100 | DJC 100 | DSL 100 | DBR 100 |
| DQR 100 | DSL 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| |
|---|
| Citizenship Project |

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| GVC 220 | COM 255 | GVC 235 | DBR 200 |
| DSS 200 | GVC 235 | COM 255 | GVC 220 |
| COM 202 | DSL 200 | DSL 200 | COM 202 |
| DBR 200 | DJC 200 | DJC 200 | DSS 200 |
| DQR 200 | Elective | Elective | DQR 200 |

### J-Term 2

| |
|---|
| Language & Culture |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| GVC 340 | GVC 342 |
| GVC 360 | GVC 350 |
| DSL 300 | DBR 300 |
| DJC 300 | DQR 300 |
| Elective | COM 310 |

### J-Term 3

| |
|---|
| Optional |

## Year 4

| FALL | SPRING |
|---|---|
| | |
| COM 482 | GVC 405 |
| Elective | GVC 442 |
| DQR 400 | DBR 400 |
| Elective | DSL 400 |
| Optional Elective | Optional Elective |

### J-Term 4

| |
|---|
| Career Preparation |

# BACHELOR OF ARTS (B.A.)

## MAJOR: MULTIMEDIA JOURNALISM

The Multimedia Journalism program emphasizes the "hands on" practice of journalism across all media with a curriculum that recognizes the field's expansion beyond its traditional boundaries. Journalism in the 21st century embraces new and emerging media technologies, expanded opportunities for nonfiction storytelling, and developing reporting techniques and concepts. Interactivity, user-provided content, mobile devices and evolving media, including blogs, Google News, YouTube, Facebook and Twitter continue to alter accepted notions of news cycle and coverage.

The Multimedia Journalism curriculum offers students an opportunity for training and practical experience in news, investigative and feature reporting in a variety of forms. The program is designed to equip students with the skills necessary to provide content in written and visual forms for use in broadcast, print and Internet-delivered 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** | | **54 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 300 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 400 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DQR 300 | QUANTITATIVE REASONING | 3 |
| ___ DQR 400 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 300 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 400 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **CIC CORE REQUIREMENTS** | | **12 CREDITS** |
|---|---|---|
| ___ COM 108 | MEDIA LITERACY | 3 |
| ___ COM 202 | COMMUNICATION STRATEGIES AND PERFORMANCE | 3 |
| ___ COM 310 | APPLIED MEDIA (ALSO MEETS DSSA 300 REQUIREMENT) | 3 |
| ___ COM 483 | MULTIMEDIA JOURNALISM CAPSTONE (ALSO MEETS DJCG 400 REQUIREMENT) | 3 |

| **MAJOR REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| ___ COM 106 | INTERNET MEDIA | 3 |
| ___ COM 110 | JOURNALISM I | 3 |
| ___ COM 214 | JOURNALISM II | 3 |
| ___ COM 227 | VIDEOGRAPHY | 3 |
| ___ COM 255 | FILM AND VIDEO EDITING | 3 |
| ___ COM 304 | INVESTIGATIVE JOURNALISM (ALSO MEETS DJCG 300 REQUIREMENT) | 3 |
| ___ COM 314 | ADVANCED MULTIMEDIA JOURNALISM | 3 |
| ___ COM 350 | COMMUNICATION LAW AND ETHICS (ALSO MEETS DJCA 300 REQUIREMENT) | 3 |
| ___ COM 390 | PHOTOJOURNALISM | 3 |
| ___ COM 414 | DOCUMENTARY PRODUCTION (ALSO MEETS DSSA 400 REQUIREMENT) | 3 |
| ___ GVC 220 | DIGITAL LAYOUT AND DESIGN | 3 |

| **FREE ELECTIVES** | **21 CREDITS** |
|---|---|
| ___ FREE ELECTIVE (300+) | 6 |
| ___ FREE ELECTIVE | 15 |

**TOTAL CREDITS 120**

# MULTIMEDIA JOURNALISM (B.A.)
# 3-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 110 | COM 106 | COM 106 |
| COM 110 | DJC 100 | DJC 100 | COM 108 |
| DSS 100 | DSS 100 | DSL 100 | DBR 100 |
| DQR 100 | DSL 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

## J-Term 1

| Citizenship Project |
|---|

SUMMER: DJC 200, DQR 200, DSL 200

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 214 | COM 214 | COM 202 | COM 255 |
| COM 255 | COM 310 | COM 227 | COM 227 |
| GVC 220 | GVC 220 | COM 310 | COM 202 |
| DBR 200 | DBR 200 | DSL 300 | DSL 300 |
| DSS 200 | DSS 200 | DBR 300 | DBR 300 |
| DQR 300 | DQR 300 | Upper Level Elective | Upper Level Elective |

## J-Term 2

| Language & Culture and Elective |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 314 | COM 304 |
| COM 350 | COM 483 |
| COM 390 | DBR 400 |
| COM 414 | DSL 400 |
| DQR 400 | Elective |
| Upper Level Elective | Elective |

## J-Term 3

| Career Preparation |
|---|

# MULTIMEDIA JOURNALISM (B.A.)
# 4-YEAR PLAN

## Year 1

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 108 | COM 110 | COM 106 | COM 106 |
| COM 110 | DJC 100 | DJC 100 | COM 108 |
| DSS 100 | DSS 100 | DSL 100 | DBR 100 |
| DQR 100 | DSL 100 | Elective | DQR 100 |
| DBR 100 | Elective | Elective | Elective |

### J-Term 1

| Citizenship Project |
|---|

## Year 2

| FALL | | SPRING | |
|---|---|---|---|
| Track A | Track B | Track A | Track B |
| COM 214 | COM 214 | COM 227 | COM 255 |
| GVC 220 | COM 202 | COM 255 | COM 227 |
| DBR 200 | GVC 220 | COM 202 | DBR 200 |
| DSS 200 | DJC 200 | DSL 200 | DQR 200 |
| DQR 200 | DSL 200 | DJC 200 | DSS 200 |

### J-Term 2

| Language & Culture |
|---|

## Year 3

| FALL | SPRING |
|---|---|
| | |
| COM 310 | COM 304 |
| COM 390 | COM 314 |
| DSL 300 | DBR 300 |
| DQR 300 | Elective |
| Upper Level Elective | Elective |

### J-Term 3

| Optional |
|---|

## Year 4

| FALL | SPRING |
|---|---|
| | |
| COM 350 | COM 483 |
| COM 414 | DBR 400 |
| DQR 400 | DSL 400 |
| Upper Level Elective | Elective |
| Optional Elective | Optional Elective |

### J-Term 4

| Career Preparation |
|---|

# 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 375 | ADVERTISING, PUBLIC RELATIONS AND SOCIETY | 3 |
| ___ COM 492 | STRATEGIES IN ADVERTISING RESEARCH | 3 |
| ___ GVC 220 | DIGITAL LAYOUT AND DESIGN | 3 |
| ___ GVC 350 | ADVERTISING, DESIGN & PRODUCTION | 3 |

**MINOR IN COMMUNICATION** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 125 | INTERPERSONAL COMMUNICATION | 3 |
| ___ COM 130 | FILM APPRECIATION | 3 |
| ___ COM 341 | PERSUASION AND PROPAGANDA | 3 |
| ___ COM 436 | GENDER COMMUNICATION | 3 |
| ___ COM 451 | INTERCULTURAL COMMUNICATION | 3 |

**MINOR IN DRAMA** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 103 | ACTING I | 3 |
| ___ COM 203 | ACTING II | 3 |
| ___ COM 313 | THEATRICAL DESIGN & PRODUCTION | 3 |
| ___ COM 383 | RADIO & VOICE-OVER PERFORMANCE | 3 |
| ___ COM 413 | PERFORMANCE FOR THE CAMERA | 3 |

**MINOR IN EMERGING MEDIA** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 106 | INTERNET MEDIA | 3 |
| ___ COM 244 | DEVELOPMENT OF TECHNOLOGY IN COMMUNICATION | 3 |
| ___ COM 305 | IMPACT OF DEVELOPING MEDIA ON SOC IETY | 3 |
| ___ COM 350 | COMMUNICATION LAW AND ETHICS | 3 |
| ___ COM 444 | STRATEGIES IN NEW MEDIA USE | 3 |

**MINOR IN FILM** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 130 | FILM APPRECIATION | 3 |
| ___ COM 150 | FILM PRODUCTION | 3 |
| ___ COM 307 | ADVANCED FILM & VIDEO PRODUCTION | 3 |
| ___ COM 315 | WRITING FOR FILM AND TV | 3 |
| ___ COM 465 | FILM AND VIDEO PRACTICUM | 3 |

**MINOR IN MULTIMEDIA DESIGN** **15 CREDITS**

| | | |
|---|---|---|
| ___ GVC 122 | DRAWING AND DESIGN **or** | |
| ___ GVC 165 | DIGITAL PHOTOGRAPHY | 3 |
| ___ GVC 220 | DIGITAL LAYOUT AND DESIGN | 3 |
| ___ GVC 340 | DIGITAL ILLUSTRATION | 3 |
| ___ GVC 360 | DIGITAL IMAGING | 3 |
| ___ GVC 405 | DIGITAL COMPOSITING | 3 |

**MINOR IN MULTIMEDIA JOURNALISM** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 110 | JOURNALISM I | 3 |
| ___ COM 214 | JOURNALISM II | 3 |
| ___ COM 310* | APPLIED MEDIA | 3 |
| ___ COM 314 | ADVANCED MULTIMEDIA JOURNALISM | 3 |
| ___ COM 414 | DOCUMENTARY PRODUCTION | 3 |

*Students who complete COM 310 as a CIC core requirement should complete 6 credits of COM 314.

**MINOR IN PHOTOGRAPHY** **15 CREDITS**

| | | |
|---|---|---|
| ___ GVC 165 | DIGITAL PHOTOGRAPHY | 3 |
| ___ COM 227 | VIDEOGRAPHY | 3 |
| ___ GVC 342 | APPLIED PHOTOGRAPHY | 3 |
| ___ GVC 360 | DIGITAL IMAGING | 3 |
| ___ GVC 442 | ADVANCED DIGITAL ART | 3 |

**MINOR IN PUBLIC RELATIONS** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 115 | INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS | 3 |
| ___ COM 116 | PUBLIC RELATIONS PLANNING AND STRATEGY | 3 |
| ___ COM 341 | PERSUASION AND PROPAGANDA | 3 |
| ___ COM 375 | ADVERTISING, PUBLIC RELATIONS AND SOCIETY | 3 |
| ___ COM 440 | PUBLIC RELATIONS PRACTICES | 3 |

**MINOR IN TELEVISION** **15 CREDITS**

| | | |
|---|---|---|
| ___ COM 145 | TELEVISION PRODUCTION | 3 |
| ___ COM 255 | FILM AND VIDEO EDITING | 3 |
| ___ COM 383 | RADIO & VOICE-OVER PERFORMANCE | 3 |
| ___ COM 414 | DOCUMENTARY PRODUCTION | 3 |
| ___ COM 465 | FILM AND VIDEO PRACTICUM | 3 |

# CONSERVATORY OF MUSIC

**MISSION STATEMENT**

The mission of the Conservatory of Music at Lynn University is to provide high-quality professional education for gifted young musicians and set a superior standard for music education worldwide. Primary among the goals of the Conservatory is the nurture and education of the student body with a thorough attention to musicianship, artistry and skills needed to be competitive in the field of music performance. The aim is to train instrumental music students of high achievement through intensive programs of study in order to prepare them for performance careers. In addition, the Conservatory of Music offers a major in music composition. The Conservatory faculty forms a community of exceptionally accomplished and dedicated individuals striving toward similar goals. The artist-faculty maintain active performance careers and bring their experience and expertise to the aspiring student body.

The Conservatory offers baccalaureate and post-baccalaureate level programs of study to music students who have previous extensive preparation in musical performance and/or composition. The program focuses on rigorous, professional instruction and offers a full and progressive curriculum leading to the Bachelor of Music degree, Professional Performance Certificate or Master of Music degree. Students are selected for enrollment from across the United States and globally through a stringent audition process. Artistic talent and ability, along with potential for growth, are the primary criteria for admission. Following are the requirements for obtaining degrees from the Conservatory:

# UNDERGRADUATE PROGRAM

## BACHELOR OF MUSIC (B.M.)

## MAJOR: PERFORMANCE/PIANO

This is a four-year program of study for students of piano. The curriculum for this major combines courses in advanced music performance, music academics, music skills and general academics and prepares students both for employment in the professional world and to continue their education at the graduate level. The B.M. in Music Performance with a specialization in Piano is also offered as a three-year program of study.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **36 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |
| **MAJOR REQUIREMENTS** | | **78 CREDITS** |
| ___ MUS 201 | APPLIED INSTRUMENT: Fr-So (4 semesters-3 credits) | 12* |
| ___ MUS 401 | APPLIED INSTRUMENT: Jr-Sr (4 semesters-4 credits) | 16* |
| ___ MUG 301 | BASIC CONDUCTING | 2 |
| ___ MUG 329 | PEDAGOGY | 3 |
| ___ MUH 350 | MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS | 3 |
| ___ MUH 351 | MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS | 3 |
| ___ MUH 352 | MUSIC OF THE TWENTIETH CENTURY | 3 |
| ___ MUH 367 | SURVEY OF WORLD MUSIC | 3 |
| ___ MUR 300 | JUNIOR RECITAL | 0 |
| ___ MUR 301 | PERFORMANCE FORUM (8 semesters-0 credit) | 0** |
| ___ MUR 400 | SENIOR RECITAL | 0 |
| ___ MUS 311 | SMALL ENSEMBLE (7 semesters-1 credit) | 7*** |
| ___ MUT 150-251 | EAR TRAINING I-IV | 4**** |
| ___ MUT 200-301 | FUNDAMENTALS OF MUSIC I-IV | 12**** |
| ___ MUT 374 or 375 | MUSIC THEORY ELECTIVE | 3 |
| ___ MUP 313-414 | KEYBOARD SKILLS FOR PIANISTS I-IV | 4**** |
| ___ MUP 325 | PIANO LITERATURE | 3 |
| **ELECTIVES** | | **6 CREDITS** |
| ___ | FREE ELECTIVE(S) | 6***** |

**TOTAL CREDITS 120**

*Students in the three-year program take a total of 28 credits of Applied Instrument, but in a different distribution than students in the four-year program: MUS 201-8 credits, MUS 401-20 credits.
**Students in the three-year program take 6 semesters of MUR 301 instead of 8.
***Students in the three-year program take 6 semesters of MUS 311 instead of 7 for a total of 6 credits.
****Credits may be awarded through placement examination.
*****Students in the three-year program take a total of 7 credits of Free Electives instead of 6.

**PERFORMANCE/ PIANO (B.M.)**
**3-YEAR PLAN**

**Year 1**

| FALL | SPRING |
|---|---|
| | |
| MUP 313 | MUP 314 |
| MUR 301 | MUR 301 |
| MUS 201, 311 | MUS 201, 311 |
| MUT 150, 200 | MUT 151, 201 |
| (1) 100 Level Dialogue | (2) 100 Level Dialogue |
| Free Elective | |

**J-Term 1**

| |
|---|
| Citizenship Project, MUS 201 |
| Summer: (2) 100 Level Dialogue, (1) 200 Level Dialogue |

**Year 2**

| FALL | SPRING |
|---|---|
| | |
| MUH 350 | MUG 301 |
| MUP 413 | MUH 351, 367 |
| MUR 301 | MUP 414 |
| MUS 311, 401 | MUR 301 |
| MUT 250, 300 | MUS 311, 401 |
| (1) 200 Level Dialogue | MUT 251, 301 |
| Free Elective | |

**J-Term 2**

| |
|---|
| Language & Culture, MUS 401 |

**Year 3**

| FALL | SPRING |
|---|---|
| | |
| MUP 325 | MUG 329 |
| MUR 300, 301 | MUH 352 |
| MUS 311, 401 | MUR 301, 400 |
| MUT 374 or MUT 375 | MUS 311, 401 |
| (1) 200 Level Dialogue | (2) 200 Level Dialogue |
| Free Elective | |

**J-Term 3**

| |
|---|
| Career Preparation, MUS 401 |

**PERFORMANCE/ PIANO (B.M.)**
**4-YEAR PLAN**

**Year 1**

| FALL | SPRING |
|---|---|
| | |
| MUR 301 | MUR 301 |
| MUS 201 | MUS 201 |
| MUS 311 | MUS 311 |
| MUT 150, 200 | MUT 151, 201 |
| (1) 100 Level Dialogue | (2) 100 Level Dialogue |

**J-Term 1**

| Citizenship Project |
|---|

**Year 2**

| FALL | SPRING |
|---|---|
| | |
| MUH 350 | MUH 351 |
| MUR 301 | MUR 301 |
| MUS 201, 311 | MUS 201, 311 |
| MUT 250, 300 | MUT 251, 301 |
| (1) 100 Level Dialogue | (1) 100 Level Dialogue |

**J-Term 2**

| Language & Culture |
|---|

**Year 3**

| FALL | SPRING |
|---|---|
| | |
| | MUG 301 |
| MUP 313 | MUH 352 |
| MUR 301 | MUP 314 |
| MUS 311, 401 | MUR 300, 301 |
| MUT 374 or 375 | MUS 311, 401 |
| (2) 200 Level Dialogue | (1) 200 Level Dialogue |

**J-Term 3**

| Career Preparation |
|---|

**Year 4**

| FALL | SPRING |
|---|---|
| | |
| MUG 329 | MUH 367 |
| MUP 325, 413 | MUP 414 |
| MUR 301 | MUR 301, 400 |
| MUS 401 | MUS 311, 401 |
| (1) 200 Level Dialogue | (1) 200 Level Dialogue |
| Elective | Elective |

**J-Term 4**

| Optional |
|---|

# BACHELOR OF MUSIC (B.M.)

## MAJOR: PERFORMANCE/STRINGS, WINDS, BRASS & PERCUSSION

This is a four-year program of study for students of violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, bass trombone, tuba 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** | | **36 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS** | | **84 CREDITS** |
|---|---|---|
| ___ MUS 201 | APPLIED INSTRUMENT: Fr-So (4 semesters-3 credits) | 12 |
| ___ MUS 401 | APPLIED INSTRUMENT: Jr-Sr (4 semesters-4 credits) | 16 |
| ___ MUG 301 | BASIC CONDUCTING | 2 |
| ___ MUG 329 | PEDAGOGY | 3 |
| ___ MUH 350 | MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS | 3 |
| ___ MUH 351 | MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS | 3 |
| ___ MUH 352 | MUSIC OF THE TWENTIETH CENTURY | 3 |
| ___ MUH 367 | SURVEY OF WORLD MUSIC | 3 |
| ___ MUR 300 | JUNIOR RECITAL | 0 |
| ___ MUR 301 | PERFORMANCE FORUM (8 semesters-0 credit) | 0 |
| ___ MUR 400 | SENIOR RECITAL | 0 |
| ___ MUS 311 | SMALL ENSEMBLE (8 semesters-1 credit) | 8 |
| ___ MUT 150-251 | EAR TRAINING I-IV | 4* |
| ___ MUT 200-301 | FUNDAMENTALS OF MUSIC I-IV | 12* |
| ___ MUT 374 or 375 | MUSIC THEORY ELECTIVE | 3 |
| ___ MUS 131-232 | SECONDARY PIANO I-IV | 4* |
| ___ MUS 321 | LARGE ENSEMBLE (8 semesters-1 credit) | 8 |
| ___ MUS 325 | ORCHESTRAL REPERTOIRE (8 semesters-0 credit) (Winds, Brass & Percussion only) | 0 |

*Credits may be awarded through placement examination.

**TOTAL CREDITS 120**

## PERFORMANCE/ STRINGS, WINDS, BRASS & PERCUSSION (B.M.)
## 4-YEAR PLAN

### Year 1

| FALL | SPRING |
|---|---|
| | |
| MUR 301 | MUR 301 |
| MUS 131, 201 | MUS 132, 201 |
| MUS 311, 321, 325 | MUS 311, 321, 325 |
| MUT 150, 200 | MUT 151, 201 |
| (1) 100 Level Dialogue | (2) 100 Level Dialogue |

### J-Term 1

| |
|---|
| Citizenship Project |

### Year 2

| FALL | SPRING |
|---|---|
| | |
| MUH 350 | MUH 351 |
| MUR 301 | MUR 301 |
| MUS 201, 231 | MUS 201, 232 |
| MUS 311, 321, 325 | MUS 311, 321, 325 |
| MUT 250, 300 | MUT 251, 301 |
| (1) 100 Level Dialogue | (1) 100 Level Dialogue |

### J-Term 2

| |
|---|
| Language & Culture |

### Year 3

| FALL | SPRING |
|---|---|
| | |
| | MUG 301 |
| MUR 301 | MUH 352 |
| MUS 311, 321, 325, 401 | MUR 300, 301 |
| MUT 374 or 375 | MUS 311, 321, 325, 401 |
| (2) 200 Level Dialogue | |
| | (1) 200 Level Dialogue |

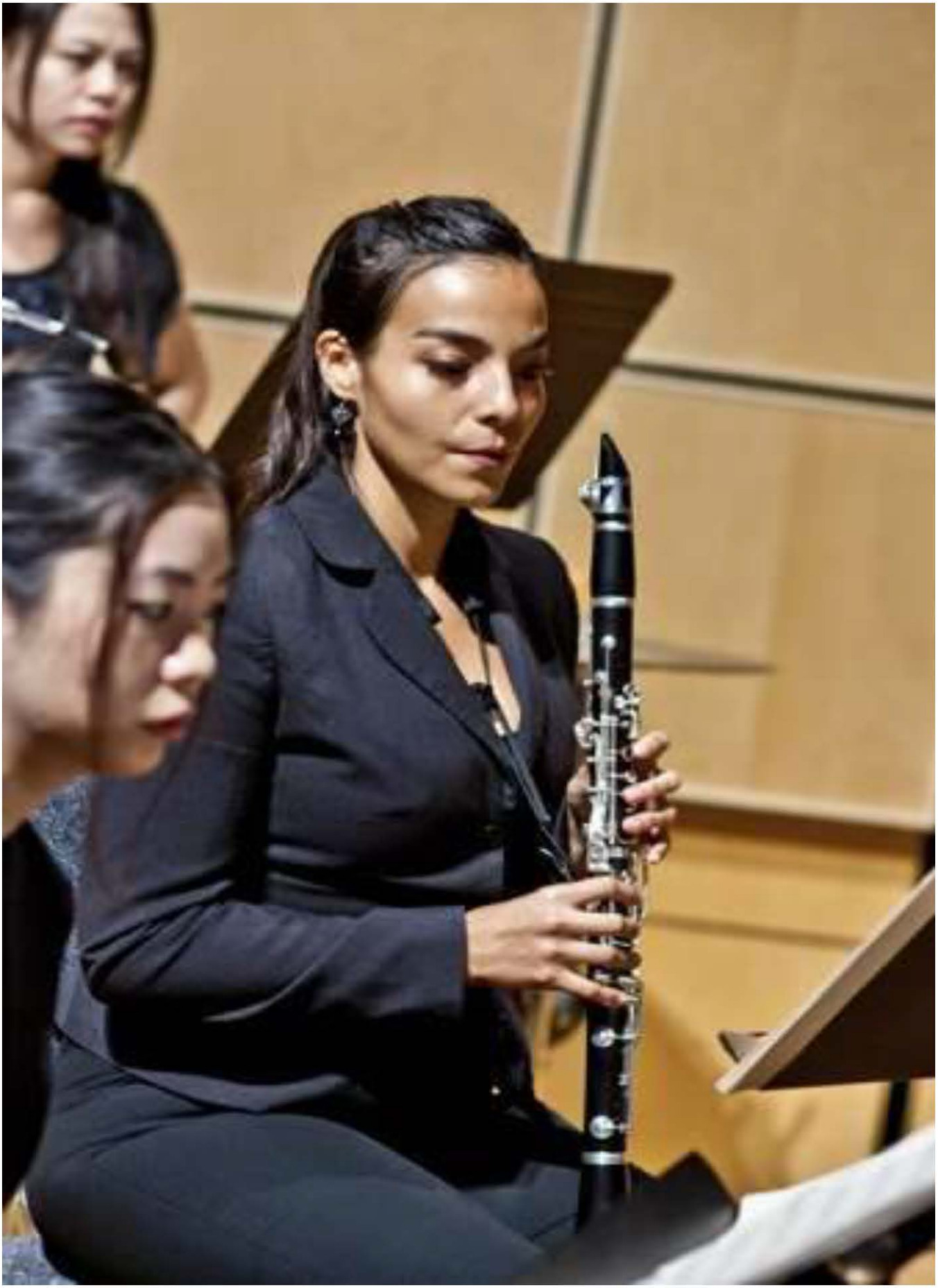
### J-Term 3

| |
|---|
| Career Preparation |

### Year 4

| FALL | SPRING |
|---|---|
| | |
| MUG 329 | MUH 367 |
| MUR 301 | MUR 301, 400 |
| MUS 311, 321, 325 | MUS 311, 321, 325 |
| MUS 401 | MUS 401 |
| (1) 200 Level Dialogue | (1) 200 Level Dialogue |

### J-Term 4

| |
|---|
| Career Preparation |

# BACHELOR OF MUSIC (B.M.)

## 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** | | **36 CREDITS** |
|---|---|---|
| ___ DBR 100 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DBR 200 | DIALOGUE OF BELIEF & REASON | 3 |
| ___ DJC 100 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DJC 200 | DIALOGUE OF JUSTICE & CIVIC LIFE | 3 |
| ___ DSS 100 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DSS 200 | DIALOGUE OF SELF & SOCIETY | 3 |
| ___ DQR 100 | QUANTITATIVE REASONING | 3 |
| ___ DQR 200 | QUANTITATIVE REASONING | 3 |
| ___ DSL 100 | SCIENTIFIC LITERACY | 3 |
| ___ DSL 200 | SCIENTIFIC LITERACY | 3 |
| ___ JTERM 1 | CITIZENSHIP PROJECT | 2 |
| ___ JTERM 2 | LANGUAGE AND CULTURE | 2 |
| ___ JTERM 3 | CAREER PREPARATION | 2 |

| **MAJOR REQUIREMENTS** | | **76 CREDITS** |
|---|---|---|
| ___ MUS 201 | APPLIED INSTRUMENT: Fr-So (4 semesters-3 credits) | 12 |
| ___ MUS 401 | APPLIED INSTRUMENT: Jr-Sr (4 semesters-3 credits) | 16 |
| ___ MUG 297 | INDEPENDENT STUDY: ORCHESTRATION | 2 |
| ___ MUG 297 | INDEPENDENT STUDY: ELECTRONIC MUSIC | 2 |
| ___ MUG 301 | BASIC CONDUCTING | 2 |
| ___ MUH 350 | MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS | 3 |
| ___ MUH 351 | MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS | 3 |
| ___ MUH 352 | MUSIC OF THE TWENTIETH CENTURY | 3 |
| ___ MUH 367 | SURVEY OF WORLD MUSIC | 3 |
| ___ MUR 301 | PERFORMANCE FORUM (8 semesters-0 credit) | 0 |
| ___ MUR 400 | SENIOR RECITAL | 0 |
| ___ MUS 131-232 | SECONDARY PIANO I-IV and/or | |
| ___ MUS 100 | ELECTIVE IN INSTRUMENTAL LESSONS | 8** |
| ___ MUT 150-251 | EAR TRAINING I-IV | 4** |
| ___ MUT 200-301 | FUNDAMENTALS OF MUSIC I-IV | 12** |
| ___ MUT 374 | ADVANCED COUNTERPOINT AND FUGUE | 3 |
| ___ MUT 375 | TONAL COMPOSITION | 3 |

| **ELECTIVES** | | **8 CREDITS** |
|---|---|---|
| ___ FREE ELECTIVES | | 8 |

**TOTAL CREDITS 120**

*Students are required to take eight semesters of instruction in piano. The first four semesters of this study will be either MUS 131-232 Secondary Piano I-IV or MUS 100 Elective in Instrumental Lessons (Piano) based on placement examination.
**Credits may be awarded through placement examination.

# COMPOSITION (B.M.)
# 4-YEAR PLAN

## Year 1

| FALL | SPRING |
|---|---|
| | |
| MUR 301 | MUR 301 |
| MUS 131 or MUS 100 | MUS 132 OR MUS 100 |
| MUS 201 | MUS 201 |
| MUT 150, 200 | MUT 151, 201 |
| (2) 100 Level Dialogue | (2) 100 Level Dialogue |

**J-Term 1**

| |
|---|
| Citizenship Project |

## Year 2

| FALL | SPRING |
|---|---|
| | |
| MUH 350 | MUH 351 |
| MUR 301 | MUR 301 |
| MUS 201, 231 | MUS 201, 232 |
| MUT 250, 300 | MUT 251, 301 |
| (1) 100 Level Dialogue | (1) 200 Level Dialogue |

**J-Term 2**

| |
|---|
| Language & Culture |

## Year 3

| FALL | SPRING |
|---|---|
| | |
| MUG 297 | MUG 301 |
| MUR 301 | MUH 352 |
| MUS 100, 401 | MUR 301 |
| MUT 374 | MUS 100, 401 |
| (1) 200 Level Dialogue | (1) 200 Level Dialogue |

**J-Term 3**

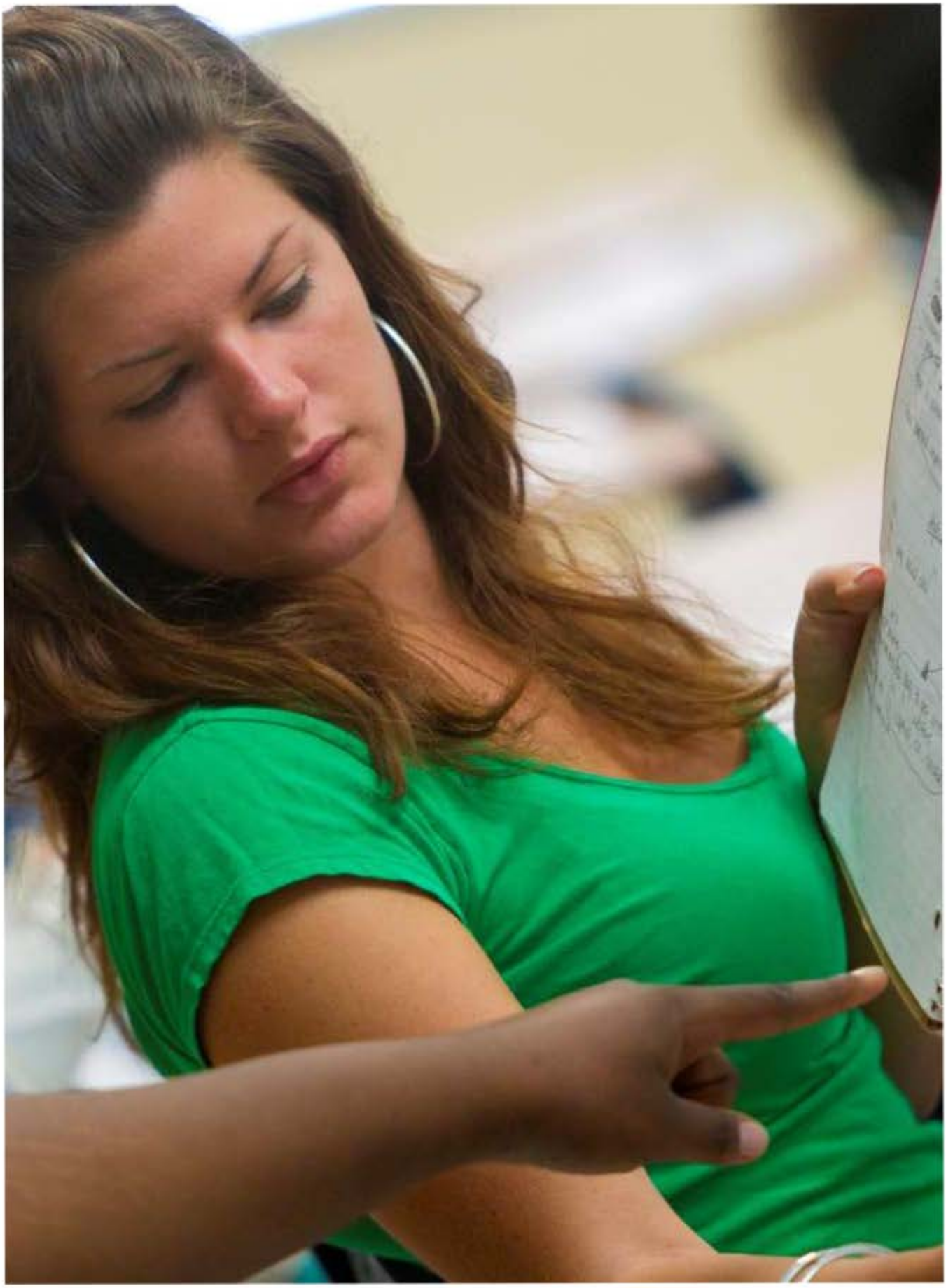
| |
|---|
| Career Preparation |

## Year 4

| FALL | SPRING |
|---|---|
| | |
| MUG 297 | Elective |
| MUR 301 | MUH 367 |
| MUS 100, MUS 401 | MUR 301, 400 |
| MUT 375 | MUS 100, 401 |
| (1) 200 Level Dialogue | (1) 200 Level Dialogue |
| Elective | Elective |

**J-Term 4**

| |
|---|
| Optional |



Chapter VIII. Section 2.

# Evening Undergraduate Division

Recognizing the unique learning needs and previous educational and professional experiences of adult and non-traditional learners the Evening Division offers students the opportunity to complete their undergraduate education in a curriculum and delivery model designed to meet their specific needs.

## Undergraduate Curriculum

**GENERAL EDUCATION AND STUDY IN THE MAJOR**

**Perspectives and Academic Skills**

The university believes that a liberal arts education is an essential foundation for, and complement to, its many career-oriented programs. General education and study in the major contribute to achieving the university's overall educational purpose: To produce graduates who possess knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for lifelong learning.

General education knowledge and academic skills are developed within a diverse learning community of students and faculty in order to foster diversity of thought and provide the opportunity to integrate varied perspectives, experiences and breadth of learning. The major provides in-depth learning within a discipline or group of disciplines and further develops perspectives and academic skills. General education and education in the major contribute to students attaining the following baccalaureate degree competencies:

**Perspectives**

- Acquisition of an outlook that shows reflective respect for individual differences, diversity of opinion and thought, multicultural and global awareness, and breadth and depth of learning.
- Ability to cultivate the development of values and ethical consciousness for responsible participation in a complex, changing society.
- Awareness of and appreciation for people, cultures and contemporary issues in preparation for participation in global transformations.
- Breadth of learning in a variety of disciplines that informs judgments and encourages inquiry.
- Depth and application of learning in a discipline or group of disciplines (mastery of specialized knowledge) to effectively serve and lead in a chosen profession.
- Preparation for positions of responsibility and leadership as productive global citizens who value lifelong learning.

**Academic Skills**

- Communication: Reading, writing, speaking and interpersonal/relationship skills.
- Mathematical Computation: Computing, interpreting and Drawing conclusions from quantitative data.
- Computer Technology: Using computing hardware and software applications as tools in personal and professional environments.
- Information Literacy: Identifying, locating, evaluating and using relevant information.
- Intellectual Strategies: Problem-solving, critical and creative thinking, and inquiry.

## Evening Student Core Curriculum

### Lower Division Core Courses:

| | | |
|---|---|---|
| ENG 101 | English Composition | 3 |
| HUM XXX | Humanities Elective | 3 |
| CMS 200 | Computer Applications or Equivalent | 3 |
| PSY, SOC, or CRJ | Behavioral or Social Science Elective | 3 |
| IRPS or HIS | International Relations or History Elective | 3 |
| MAT XXX | College Level Math | 3 |

### Upper Division Core Courses:

| | | |
|---|---|---|
| DJC 301 | Critical Thinking & Writing | 3 |
| DSS 301 | Presentational Communication & Technology | 3 |
| DQR 401 | Quantitative Reasoning | 3 |
| DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| HUM 420 | Ethical Decision Making | 3 |
| **Total Credits** | | **33** |

**VARIABLE CONTENT COURSES**

A course passed more than twice cannot count towards financial aid eligibility. However, the following are variable content courses and may be taken multiple times towards degree completion.

| | |
|---|---|
| BUS 297 | INDEPENDENT STUDY |
| BUS 370 | BUSINESS - SPECIAL TOPICS |
| BUS 371 | FASHION INDUSTRY TOUR |
| BUS 397 | INDEPENDENT STUDY |
| BUS 497 | INDEPENDENT STUDY |
| BUS 498 | BUSINESS INTERNSHIP I |
| BUS 499 | BUSINESS INTERNSHIP II |
| COM 299 | TOPICS IN COMMUNICATION |
| COM 399 | ISSUES IN COMMUNICATION |
| CRJ 495 | SPECIAL TOPICS IN CRIMINAL JUSTICE |
| ENG 420 | TOPICS IN LITERATURE |
| ENV 490 | SEMINAR IN ENVIRONMENTAL STUDIES |
| FOR 490 | SEMINAR IN FORENSIC SCIENCE |
| GVC 399 | ISSUES IN GRAPHICS AND VISUAL COMMUNICATION |
| HA 300 | HOTEL-SPECIAL TOPICS |
| HA 301 | RESORT- SPECIAL TOPICS |
| HA 390 | HOSPITALITY INTERNSHIP |
| HA 490 | HOSPITALITY INTERNSHIP |
| HA493 | ADVANCED INTERNSHIP IN RESORT & HOTEL MANAGEMENT |
| HA 494 | ADVANCED INTERNSHIP IN SPORTS MANAGEMENT |
| HA 499 | INDEPENDENT STUDY IN HOSPITALITY |
| HIS 482 | HISTORY SEMINAR |
| INB 496 | INTERNATIONAL STUDIES IN BUSINESS |
| IRPS 495 | SPECIAL PROJECTS/INTERNSHIPS |
| MUG 297 | INDEPENDENT STUDY |
| MUG 390 | MUSIC INTERNSHIP |
| MUR 301 | PERFORMANCE FORUM |
| MUS 100 | ELECTIVE IN INSTRUMENTAL LESSON |
| MUS 201 | APPLIED INSTRUMENT |
| MUS 311 | SMALL ENSEMBLE |
| MUS 321 | LARGE ENSEMBLE |
| MUS 323 | WIND ENSEMBLE |
| MUS 325 | ORCHESTRAL REPERTOIRE |
| MUS 401 | APPLIED INSTRUMENT |
| POL 490 | SEMINIAR IN POLITICAL SCIENCE |
| PSY 490 | SEMINAR IN PSYCHOLOGY |
| SCI 495 | SPECIAL TOPICS IN SCIENCE |

# COLLEGE OF ARTS AND SCIENCES

## BACHELOR OF ARTS (B.A.)

## MAJOR: CRIMINAL JUSTICE

The Criminal Justice degree is an interdisciplinary degree that introduces students to the study of agencies, personnel, philosophies, procedures and methods that comprise the criminal justice system in the United States. The Criminal Justice program is designed to expose students to various aspects of existing law enforcement systems, judicial systems and correctional systems within an ethical and constitutional context.

The Criminal Justice program is designed to provide a curriculum that focuses on interpreting norms, mores, laws and rules that govern behavior in a civil society and that helps students develop a general understanding of a systems process within criminal justice. The program introduces students to diverse crime and causation theories, emphasizes the critical examination and evaluation of the ethical implications of various societal issues, and enhances effective written and oral communication skills as well as mathematical computations, quantitative reasoning, information literacy, intellectual strategies and computer use.

The Criminal Justice program is consistent with the vision and mission of Lynn University in that its academic programs reflect the importance of global transformation, multicultural awareness and international exchange and include the breadth and depth that are a basis for competencies in all programs.

Through the Criminal Justice program, students become able to describe the agencies and processes involved in criminal justice administration; explain the Bill of Rights and the impact on criminal justice system defendants; describe the nature, extent, etiology and control of law-breaking behavior; and compare and contrast the law enforcement systems of countries throughout the world.

Criminal Justice students learn to describe the structure and process of the American judicial system from a local, state and federal perspective; explain how gender affects women as offenders, victims and professionals in the criminal justice system; and analyze diverse ethical issues encountered in the criminal justice profession. These issues include discretion, affirmative action, use of deadly force, misconduct, civil disobedience, undercover operations and privacy. The program also helps students develop independent research study in the criminal justice field.

Graduates of the Criminal Justice program are able to apply ethical values in a diverse, complex and interconnected society and leave Lynn University with the knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| **Lower Division Core Courses:** | | |
| ENG 101 | English Composition | 3 |
| HUM XXX | Humanities Elective | 3 |
| CMS 200 | Computer Applications or Equivalent | 3 |
| CRJ/PSY/SOC XXX | Behavioral or Social Science Elective | 3 |
| IRPS/HIS XXX | International Relations or History Elective | 3 |
| MAT XXX | College Level Math | 3 |
| **Upper Division Core Courses:** | | |
| DJC 301 | Critical Thinking & Writing | 3 |
| DSS 301 | Presentational Communication & Technology | 3 |
| DQR 401 | Quantitative Reasoning | 3 |
| DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| HUM 420 | Ethical Decision Making | 3 |

| **MAJOR REQUIREMENTS: CRIMINAL JUSTICE** | | **42 CREDITS** |
|---|---|---|
| ____POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ____PSY 100 | HUMAN BEHAVIOR | 3 |
| ____CRJ 101 | INTRODUCTION TO CRIMINAL JUSTICE | 3 |
| ____FOR 130 | INTRODUCTION TO FORENSIC SCIENCE | 3 |
| ____SOC 200 | RESEARCH IN SOCIAL SCIENCES | 3 |
| ____CRJ 202 | POLICING IN AMERICA | 3 |
| ____IRPS 220 | GLOBAL HUMAN RIGHTS | 3 |
| ____CRJ 302 | ISSUES IN CORRECTIONS | 3 |
| ____CRJ 330 | LAW AND THE COURTS | 3 |
| ____CRJ 320 | CRIMINOLOGY | 3 |
| ____SOC 335 | CONTEMPORARY SOCIAL PROBLEMS | 3 |
| ____PSY 370 | ABNORMAL PSYCHOLOGY | 3 |
| ____POL 495 | CAPSTONE SOCIAL JUSTICE | 3 |
| ____CRJ 496 | VICTIMOLOGY | 3 |

| **FREE ELECTIVES** | **45 CREDITS** |
|---|---|
| __ FREE ELECTIVE | 36 |
| __ UPPER LEVEL ELECTIVE (300+) | 9 |

**TOTAL CREDITS 120**

# BACHELOR OF SCIENCE (B.S.)

## MAJOR: PSYCHOLOGY

The Bachelor of Science degree in Psychology is designed to expose students to the biopsychological, developmental, cognitive and sociocultural domains of psychology, as well as research methodology. The student also comes to understand the relevance of psychology in contemporary society. This major prepares a student for employment in human services or for graduate school in counseling or psychology.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| **Lower Division Core Courses:** | | |
| ENG 101 | English Composition | 3 |
| HUM XXX | Humanities Elective | 3 |
| CMS 200 | Computer Applications or Equivalent | 3 |
| CRJ/PSY/SOC XXX | Behavioral or Social Science Elective | 3 |
| IRPS/HIS XXX | International Relations or History Elective | 3 |
| MAT XXX | College Level Math | 3 |
| **Upper Division Core Courses:** | | |
| DJC 301 | Critical Thinking & Writing | 3 |
| DSS 301 | Presentational Communication & Technology | 3 |
| DQR 401 | Quantitative Reasoning | 3 |
| DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| HUM 420 | Ethical Decision Making | 3 |
| **MAJOR REQUIREMENTS: PSYCHOLOGY** | | **42 CREDITS** |
| ____POL 100 | GEOPOLITICAL AFFAIRS | 3 |
| ____PSY 100 | HUMAN BEHAVIOR | 3 |
| ____PSY 200 | ORIENTATION TO THE STUDY OF PSYCHOLOGY | 3 |
| ____SOC 200 | RESEARCH METHODS | 3 |
| ____PSY 250 | DEVELOPMENTAL PSYCHOLOGY | 3 |
| ____PSY 260 | PERSONALITY THEORY | 3 |
| ____SOC 335 | SOCIAL PROBLEMS | 3 |
| ____PSY 351 | APPLIED PSYCHOLOGY | 3 |
| ____PSY 355 | PRINCIPLES OF LEARNING | 3 |
| ____PSY 360 | SOCIAL PSYCHOLOGY | 3 |
| ____PSY 370 | ABORNMAL PSYCHOLOGY | 3 |
| ____PSY 420 | PHYSIOLOGICAL PSYCHOLOGY | 3 |
| ____PSY 460 | EXPERIMENTAL PSYCHOLOGY | 3 |
| ____PSY 495 | CAPSTONE IN PSYCHOLOGY | 3 |
| **FREE ELECTIVES** | | **45 CREDITS** |
| FREE ELECTIVE | | 39 |
| UPPER LEVEL ELECTIVE (300+) | | 6 |
| | | **TOTAL CREDITS 120** |

# COLLEGE OF BUSINESS AND MANAGEMENT

## BACHELOR OF SCIENCE (B.S.)

## MAJOR: BUSINESS ADMINISTRATION

Each Business Administration major incorporates all degree requirements including core curriculum requirements, requirements for the Business Administration major, aviation management, hospitality management and a minor in another academic discipline and/or course work customized to personal preference. The 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.

| **UNIVERSITY CORE CURRICULUM REQUIREMENTS** | | **33 CREDITS** |
|---|---|---|
| ___ ENG 101 | English Composition | 3 |
| ___ HUM XXX | Humanities Elective | 3 |
| ___ CMS 200 | Computer Applications or Equivalent | 3 |
| ___ CRJ/PSY/SOC XXX | Behavioral or Social Science Elective | 3 |
| ___ IRPS/HIS XXX | International Relations or History Elective | 3 |
| ___ MAT XXX | College Level Math | 3 |

**Upper Division Core Courses:**

| | | |
|---|---|---|
| ___ DJC 301 | Critical Thinking & Writing | 3 |
| ___ DSS 301 | Presentational Communication & Technology | 3 |
| ___ DQR 401 | Quantitative Reasoning | 3 |
| ___ DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| ___ HUM 420 | Ethical Decision Making | 3 |

| **MAJOR REQUIREMENTS: BUSINESS ADMINISTRATION** | | **48 CREDITS** |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPREUNERSHIP | 3 |
| ___ BUS 255 | FUNDAMENTALS OF E-BUSINESS | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 280 | GLOBAL MANAGEMENT | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 321 | INVESTMENT THEORY | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS | 3 |
| ___ BUS 375 | CREATIVITITY AND INNOVATION | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |
| ___ MKT 385 | TRENDS IN ONLINE MARKETING COMMUNICATION TECHNOLOGIES | 3 |

| **FREE ELECTIVES** | **39** |
|---|---|

At least one 3 credit upper level (300/400) class and 36 credits of general electives will be required.

**TOTAL 120 CREDITS**

# BACHELOR OF SCIENCE (B.S.)
# MAJOR: AVIATION MANAGEMENT

**UNIVERSITY CORE CURRICULUM REQUIREMENTS** **33 CREDITS**

| | | |
|---|---|---|
| ___ ENG 101 | English Composition | 3 |
| ___ HUM XXX | Humanities Elective | 3 |
| ___ CMS 200 | Computer Applications or Equivalent | 3 |
| ___ CRJ/PSY/SOC XXX | Behavioral or Social Science Elective | 3 |
| ___ IRPS/HIS XXX | International Relations or History Elective | 3 |
| ___ MAT XXX | College Level Math | 3 |

**Upper Division Core Courses:**

| | | |
|---|---|---|
| ___ DJC 301 | Critical Thinking & Writing | 3 |
| ___ DSS 301 | Presentational Communication & Technology | 3 |
| ___ DQR 401 | Quantitative Reasoning | 3 |
| ___ DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| ___ HUM 420 | Ethical Decision Making | 3 |

**MAJOR REQUIREMENTS: AVIATION MANAGEMENT** **63 CREDITS**

| | | |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ AVM 102 | AVIATION HISTORY | 3 |
| ___ AVM 347 | AVIATION OPERATIONS MANAGEMENT | 3 |
| ___ AVM 431 | GLOBAL AVIATION REGULATIONS AND LAW | 3 |
| ___ AVM 482 | AIR TRAFFIC BASICS | 3 |
| ___ AVM 483 | AVIATION TECHNOLOGIES | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPREUNERSHIP | 3 |
| ___ BUS 255 | FUNDAMENTALS OF E-BUSINESS | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 280 | GLOBAL MANAGEMENT | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 321 | INVESTMENT THEORY | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS | 3 |
| ___ BUS 375 | CREATIVITITY AND INNOVATION | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |
| ___ MKT 385 | TRENDS IN ONLINE MARKETING COMMUNICATION TECHNOLOGIES | 3 |

**FREE ELECTIVES** **24 CREDITS**

At least 6 upper level (300/400) credits and 24 general elective credits will be required.

**TOTAL 120 CREDITS**

# BACHELOR OF SCIENCE (B.S.)
# MAJOR: HOSPITALITY MANAGEMENT

**UNIVERSITY CORE CURRICULUM REQUIREMENTS** **33 CREDITS**

**Lower Division Core Courses:**

| | | |
|---|---|---|
| ___ ENG 101 | English Composition | 3 |
| ___ HUM XXX | Humanities Elective | 3 |
| ___ CMS 200 | Computer Applications or Equivalent | 3 |
| ___ CRJ/PSY/SOC XXX | Behavioral or Social Science Elective | 3 |
| ___ IRPS/HIS XXX | International Relations or History Elective | 3 |
| ___ MAT XXX | College Level Math | 3 |

**Upper Division Core Courses:**

| | | |
|---|---|---|
| ___ DJC 301 | Critical Thinking & Writing | 3 |
| ___ DSS 301 | Presentational Communication & Technology | 3 |
| ___ DQR 401 | Quantitative Reasoning | 3 |
| ___ DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| ___ HUM 420 | Ethical Decision Making | 3 |

**MAJOR REQUIREMENTS: HOSPITALTY MANAGEMENT** **63 CREDITS**

| | | |
|---|---|---|
| ___ ACC 205 | FINANCIAL REPORTING AND MANAGEMENT DECISIONS | 3 |
| ___ BUS 180 | PRINCIPLES OF ECONOMICS | 3 |
| ___ BUS 210 | ENTREPREUNERSHIP | 3 |
| ___ BUS 255 | FUNDAMENTALS OF E-BUSINESS | 3 |
| ___ BUS 270 | PRINCIPLES OF MANAGEMENT AND LEADERSHIP | 3 |
| ___ BUS 280 | GLOBAL MANAGEMENT | 3 |
| ___ BUS 311 | FINANCIAL MANAGEMENT | 3 |
| ___ BUS 321 | INVESTMENT THEORY | 3 |
| ___ BUS 322 | BUSINESS ANALYTICS USING EXCEL MODELING | 3 |
| ___ BUS 350 | HUMAN RESOURCE MANAGEMENT | 3 |
| ___ BUS 372 | THE LEGAL ENVIRONMENT OF BUSINESS | 3 |
| ___ BUS 375 | CREATIVITITY AND INNOVATION | 3 |
| ___ BUS 425 | OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL | 3 |
| ___ BUS 460 | BUSINESS STRATEGY | 3 |
| ___ HA 100 | INTRODUCTION TO HOSPITALITY AND TOURISM | 3 |
| ___ HA 261 | FOOD SERVICE OPERATIONS | 3 |
| ___ HA 337 | ROOMS DIVISION MANAGEMENT | 3 |
| ___ HA 400 | CURENT ISSUES IN HOSPITALITY MANAGEMENT | 3 |
| ___ HA 481 | SENIOR SEMINAR | 3 |
| ___ MKT 250 | PRINCIPLES OF MARKETING | 3 |
| ___ MKT 385 | TRENDS IN ONLINE MARKETING COMMUNICATION TECHNOLOGIES | 3 |

**FREE ELECTIVES** **24 CREDITS**

**TOTAL CREDITS 120**

# HOSPITALITY MANAGEMENT CERTIFICATE PROGRAMS

The Hospitality Management Certificate Programs are designed to meet the needs of individuals currently working in hotels, resorts and restaurants who are seeking to strengthen their professional background. The certificates provide an opportunity for individuals without a hospitality industry background to achieve a sound academic foundation in this field. Should students choose to go on and pursue a degree in Hospitality Management; the certificates can be embedded into the Bachelor of Science in Hospitality Management in the Evening Undergraduate Division.

Note: For these certificate programs, students must apply to Evening Undergraduate Admissions for the Bachelor of Science Degree in Hospitality Management. Acceptance into Lynn University is required to register for courses.

Certificates will be issued when a student has completed all certificate course work with a minimum of a 2.0 GPA.

| **CERTIFICATE IN HOTEL MANAGEMENT** | | **15 CREDITS** |
|---|---|---|
| ____ ACC 205 | Financial Reporting and Management Decisions | 3 |
| ____ BUS 350 | Human Resources Management | 3 |
| _____HA 349 | Food and Beverage Management | 3 |
| _____HA 355 | Customer Service | 3 |
| _____HA 456 | Resort Management and Operations | 3 |

| **CERTIFICATE IN RESTAURANT MANAGEMENT** | | **15 CREDITS** |
|---|---|---|
| _____BUS 350 | Human Resources Management | 3 |
| _____HA 347 | Hospitality Sanitation | 3 |
| _____HA 348 | Food and Beverage Cost Controls | 3 |
| _____HA 349 | Food and Beverage Management | 3 |
| _____HA 355 | Customer Service | 3 |

| **CERTIFICATE IN HOSPITALITY MARKETING** | | **15 CREDITS** |
|---|---|---|
| _____BUS 350 | Human Resources Management | 3 |
| _____COM 212 | Public Relations Planning and Strategy | 3 |
| _____MKT 250 | Marketing | 3 |
| _____HA 355 | Customer Service | 3 |
| _____HA 375 | Hospitality Strategic Marketing | 3 |

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

Excellence in communication contributes to success in all aspects of personal, professional and civic life. Citizens of the 21st century have a growing need to understand the communication opportunities, obligations and risks that emerge in an era of expanding media. Society's leaders, consultants, activists, and indeed all citizens, use communication and media to influence others on a professional level and personal level, affect public opinion, mobilize interest groups and maintain relations with people from other cultures.

The Bachelor of Arts in Communication and Media 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 "storytelling" across traditional and emerging media and to a variety of audiences.

The major in Communication and Media is intended for students who are interested in communication-related services, advertising and public relations, general media production, and business communication. The program also prepares students for graduate studies in communication and media.

**UNIVERSITY CORE CURRICULUM REQUIREMENTS** **33 CREDITS**

**Lower Division Core Courses:**

| | | |
|---|---|---|
| ENG 101 | English Composition | 3 |
| HUM XXX | Humanities Elective | 3 |
| CMS 200 | Computer Applications or Equivalent | 3 |
| CRJ/PSY/SOC XXX | Behavioral or Social Science Elective | 3 |
| IRPS/HIS XXX | International Relations or History Elective | 3 |
| MAT XXX | College Level Math | 3 |

**Upper Division Core Courses:**

| | | |
|---|---|---|
| DJC 301 | Critical Thinking & Writing | 3 |
| DSS 301 | Presentational Communication & Technology | 3 |
| DQR 401 | Quantitative Reasoning | 3 |
| DSL 301 | Scientific Literacy: Contemporary Issues in Science | 3 |
| HUM 420 | Ethical Decision Making | 3 |

**MAJOR REQUIREMENTS: COMMUNICATION & MEDIA** **45 CREDITS**

| | | |
|---|---|---|
| ___COM 108 | MEDIA LITERACY | 3 |
| ___COM 115 | INTRODUCTION TO ADVERTISING & PUBLIC RELATIONS | 3 |
| ___COM 145 | TELEVISION PRODUCTION | 3 |
| ___COM 202 | COMMUNICATION STRATEGIES & PERFORMANCE | 3 |
| ___COM 215 | WRITING FOR PERFORMANCE | 3 |
| ___COM 255 | FILM AND VIDEO EDITING | 3 |
| ___COM 341 | PERSUASION AND PROPAGANDA | 3 |
| ___COM 350 | COMMUNICATION LAW & ETHICS | 3 |
| ___COM 360 | COMMUNICATION THEORIES | 3 |
| ___COM 375 | ADVERTISING, PUBLIC RELATIONS AND SOCIETY | 3 |
| ___COM 390 | PHOTOJOURNALISM | 3 |
| ___COM 399 | ISSUES IN COMMUNICATION | 3 |
| ___COM 451 | INTERCULTURAL COMMUNICATION | 3 |
| ___COM 475 | SENIOR COMMUNICATION CAPSTONE | 3 |
| ___GVC 350 | ADVERTISING, DESIGN & PRODUCTION | 3 |

**FREE ELECTIVES** **42 CREDITS**

| | |
|---|---|
| ___FREE ELECTIVES | 39 |
| ___FREE ELECTIVES (300+) | 3 |

**TOTAL CREDITS 120**

**POLICY REGARDING INTERNSHIP**

Students who have successfully completed 75 credits, a minimum of two semesters after declaring a major in the College of International Communication and have a minimum GPA of 3.25 are eligible for up to six credits of internship. Students who have completed 90 credit hours and have a minimum GPA of 2.5 may enroll in up to six credits of internship.

**POLICY REGARDING TRANSFER OF CREDITS**

Students must earn a minimum of 21 credits in the College of International Communication.

# UNDERGRADUATE MINORS

**MINOR IN ADVERTISING AND PUBLIC RELATIONS**

The minor in Advertising and Public Relations provides a basic knowledge of the fields of advertising and public relations. The minor provides both theoretical and practical foundations for students interested in jobs in this growing profession.

Students majoring in a field other than Communication and Media can add a minor in Advertising and Public Relations by taking the following five courses:

| | | **15 CREDITS** |
|---|---|---|
| ___COM 115 | INTRODUCTION TO ADVERTISING & PUBLIC RELATIONS | 3 |
| ___COM 255 | FILM AND VIDEO EDITING | 3 |
| ___COM341 | PERSUASION AND PROPAGANDA | 3 |
| ___COM 375 | ADVERTISING, PUBLIC RELATIONS AND SOCIETY | 3 |
| ___GVC 350 | ADVERTISING, DESIGN & PRODUCTION | 3 |

**MINOR IN COMMUNICATION AND MEDIA**

The minor in Communication and Media promotes the knowledge, criticism and practical application of communication and media by offering students the theoretical foundation necessary for understanding the role of communication in a diverse society as well as practice in creating and presenting messages across various media.

Students majoring in a field other than Communication and Media can add a minor in Communication and Media by taking the following five courses:

| | | **15 CREDITS** |
|---|---|---|
| ___COM 108 | MEDIA LITERACY | 3 |
| ___COM 215 | WRITING FOR PERFORMANCE | 3 |
| ___COM 350 | COMMUNICATION LAW & ETHICS | 3 |
| ___COM 360 | COMMUNICATION THEORIES | 3 |
| ___COM 451 | INTERCULTURAL COMMUNICATION | 3 |

Chapter VIII. Section 3.

# Graduate Division

## GRADUATE PROGRAM
## ACADEMIC AND RECORDS INFORMATION

### The Mission of the Graduate Programs of Lynn University

Lynn University provides an intellectually stimulating environment where students gain knowledge and competencies necessary to become global leaders and lifelong learners. Lynn University attracts students from a variety of backgrounds who aim to become leaders in their fields. Lynn University seeks to enhance the career advancement of working professionals.

The overall mission of Lynn University is to provide its graduates with the knowledge, competencies and skills needed for leadership in the 21st century. In order to achieve these purposes, the curricula of the university's graduate degree and certificate programs are reviewed on a regular basis to assure the academic quality and relevance of course offerings. The university is committed to individualized student attention and mentoring. Faculty members foster and help learners realize the development of their innate leadership talents and intellectual abilities.

### Degrees, Programs and Certificates

**Degrees**

The Graduate Programs at Lynn University offer five types of degrees: the Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Science (M.S.), Master of Music (M.M.), and Doctorate of Education (Ed.D.), as well as two Certificate Programs.

The 36-credit M.B.A. is available with specializations in Aviation Management, Mass Communication and Media Management, Hospitality Management, International Business, Marketing, Financial Valuation and Investment Management and Sports and Athletics Administration. Students may also choose to participate in optional internships.

The two M.Ed. programs include a minimum 39-credit practitioner-oriented degree in Exceptional Student Education and a 36-credit Educational Leadership degree which 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 offers specializations in Digital Media and Media Studies and Practice. There is also a 36-credit M.S. in Applied Psychology as well as a 60-credit M.S. in Applied Psychology with a Counseling specialization.

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

**Certificates**

A certificate in Digital Media is offered through the Eugene M. and Christine E. Lynn College of International Communication.

A post-baccalaureate diploma course of study, known as the Professional Performance Certificate, is available through the Conservatory of Music at Lynn University. This two-year program's primary focus is advanced music performance education.

A certificate in Hospitality Management is offered through the College of Hospitality Management.

### Graduate Policies

**Policy and Procedures for Failing Grades**

Students who receive a grade of F are in serious academic jeopardy. When this happens, their advisor(s) conducts a thorough review of the student's academic progress, in order to determine whether or not and under what circumstances the student(s) will be allowed to remain in the program. In turn, the advisor shares the review results with the dean of the appropriate college, where a final determination is made. The student is informed of the decision in writing either to: (a) remain in the program with a plan for remediation; or (b) be dismissed from their program and the university. For those who remain in the program, the failed course must be repeated the next term the course is offered.

**Student Participation in Sports**

Many of our graduate students are interested in participating in athletics. With the changes outlined in the 1998-1999 NCAA manual, graduate students may now compete using the one-time transfer rule of eligibility, which follows.

Graduate Student or Post-Baccalaureate Participation: A student-athlete who is enrolled in a graduate or professional school of the institution he or she previously attended as an undergraduate (regardless of whether the individual has received a United States baccalaureate degree or its equivalent), a student-athlete who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, or a student-athlete who has graduated and is continuing as a full-time student at the same institution while taking course work that would lead to the equivalent of another major or degree as defined and documented by the institution, may participate in intercollegiate athletics, provided the student has eligibility remaining and such participation occurs within the applicable five-year or 10-semester period set forth in 14.2.

One-Time Transfer Exception: A graduate student who is enrolled in a graduate program or professional school of an institution other than the institution he or she previously attended as an undergraduate may participate in intercollegiate athletics if the student fulfills the conditions of the one-time transfer exception set forth in 14.5.5.3.11 and has eligibility remaining per 14.2 (Adopted: 1/9/96 and effective 8/1/96 for those student-athletes who transfer to the certifying institution on or after 8/1/96).

# COLLEGE OF ARTS AND SCIENCES

## GRADUATE PROGRAM

**Graduate Admission Standards for M.S. Programs**

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA 3.0 or higher.
3. Official undergraduate transcripts.
4. Two letters of recommendation from academic or professional sources.
5. A writing sample demonstrating the capacity to perform at the graduate level.
6. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

**M.S. Degree Completion Requirements**

Students must:

1. Complete the degree in four calendar years from the date of the initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a C (2.0) grade or higher in each course.
3. Requirements vary according to M.S. specialization as follows:

a. Criminal Justice Administration: Complete 36 graduate credits, including 15 credits of foundation courses for the administration major, 21 credits of specialization courses and an optional three-credit graduate project.

b. Emergency Planning and Administration: Complete 36 graduate credits, including 15 credits of foundation courses for the administration major and 21 credits of specialization courses.

# MASTER OF SCIENCE (M.S.) 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 – Optional**

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.

**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:

Criminal Justice Administration (CJA)
Emergency Planning and Administration (EPA)

**The M.S. degree in Administration requires the completion of 36 credits.**

# M.S. IN ADMINISTRATION SPECIALIZATIONS

**a. M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN CRIMINAL JUSTICE ADMINISTRATION**

The Master of Science in Administration with a specialization in Criminal Justice Administration prepares individuals for leadership roles in a variety of fields within the profession of criminal justice. Despite the broad spectrum of careers within the profession, success and leadership is predicated on an individual's verbal and written mastery of the concepts, principles and functions involved in the management of criminal justice organizations. This specialization focuses on preparing the student to effectively integrate proven business methods with a genuine respect for dynamic and innovative approaches to issues facing the criminal justice executive in the 21st century.

Lynn University's South Florida location typifies the experiences of modern criminal justice agencies in diverse, densely populated urban centers. Using this laboratory for learning, expert faculty challenge graduate students to examine a broad spectrum of issues confronting the modern criminal justice administrator. By applying sound business and administration principles and practices, students debate and evaluate alternate solutions.

The required culminating graduate project enables our graduate students to demonstrate mastery of these complexities in a specific area of scholarly interest.

**M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN CJA CURRICULUM OVERVIEW**

| | | |
|---|---|---|
| **I. M.S. IN ADMINISTRATION FOUNDATION COURSES** | | **15 CREDITS** |
| ___ MS 500 | MANAGEMENT AND ADMINISTRATION | 3 |
| ___ MS 505 | APPLIED RESEARCH METHODS | 3 |
| ___ MS 510 | ADMINISTRATIVE AND REGULATORY LAW | 3 |
| ___ MS 530 | PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY | 3 |
| ___ MS 560 | FINANCIAL MANAGEMENT | 3 |
| **II. SPECIALIZATION COURSES** | | **21 CREDITS** |
| ___ CJA 540 | TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING | 3 |
| ___ CJA 608 | ETHICS IN THE ADMINISTRATION OF CRIMINAL JUSTICE | 3 |
| ___ CJA 636 | CIVIL RIGHTS AND CIVIL LIBERTIES | 3 |
| ___ CJA 656 | CONFLICT RESOLUTION IN CRIMINAL JUSTICE | 3 |
| ___ CJA 657 | CRIMINAL JUSTICE AND THE COMMUNITY | 3 |
| ___ CJA 659 | GLOBAL PERSPECTIVES IN CRIMINAL JUSTICE | 3 |
| ___ CJA 661 | YOUTH AND DELINQUENCY CONTROL | 3 |
| **III. GRADUATE PROJECT (OPTIONAL)** | | **3 CREDITS** |
| ___ CJA 665 | GRADUATE PROJECT IN CRIMINAL JUSTICE ADMINISTRATION | 3 |
| | | **TOTAL CREDITS 36** |

# M.S. IN ADMINISTRATION SPECIALIZATIONS

**b. THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN EMERGENCY PLANNING AND ADMINISTRATION (EPA)**

The field of emergency management has undergone a tremendous transformation since the tragic events of Sept. 11, 2001. Complex changes in technology, demographics and public policy have significantly influenced the management of emergencies and disasters. Moreover, the number and severity of recent disaster events clearly demonstrate the need for enhancing overall emergency preparedness and response capabilities in both the public and private sectors.

These complex challenges and demands suggest the need for insightful examination of relevant issues in Emergency Planning and Administration. More than ever, public agencies and private organizations require knowledgeable and skilled administrators who can effectively deal with the growing challenges of emergencies and disasters. The specialization in Emergency Planning and Administration is designed to provide tomorrow's leaders with the knowledge and skills necessary to meet these complex demands. Various emergency management related theories, concepts and contemporary practices will be examined thereby providing an understanding of crises within an intergovernmental framework.

The optional culminating graduate project enables graduate students to demonstrate mastery of these complexities in a specific area of scholarly interest.

**M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN EPA CURRICULUM OVERVIEW**

| **I. M.S. IN ADMINISTRATION FOUNDATION COURSES** | | **15 CREDITS** |
|---|---|---|
| ___ MS 500 | MANAGEMENT AND ADMINISTRATION | 3 |
| ___ MS 505 | APPLIED RESEARCH METHODS | 3 |
| ___ MS 510 | ADMINISTRATIVE AND REGULATORY LAW | 3 |
| ___ MS 530 | PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY | 3 |
| ___ MS 560 | FINANCIAL MANAGEMENT | 3 |

| **II. SPECIALIZATION COURSES** | | **21 CREDITS** |
|---|---|---|
| ___ EPA 630 | TECHNOLOGY IN EMERGENCY PLANNING AND ADMINISTRATION | 3 |
| ___ EPA 640 | PLANNING PROCESSES FOR EMERGENCY ADMINISTRATION | 3 |
| ___ EPA 651 | THE SOCIAL DIMENSIONS OF DISASTER | 3 |
| ___ EPA 652 | POLITICAL & PUBLIC POLICY BASIS OF EMERGENCY PLANNING & ADMINISTRATION | 3 |
| ___ EPA 654 | LIVING IN A HAZARDOUS ENVIRONMENT | 3 |
| ___ EPA 655 | VULNERABILITY ANALYSIS AND HAZARD MITIGATION | 3 |
| ___ EPA 540 | TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING | 3 |

Students may also select one of the following courses:

| | | |
|---|---|---|
| ___ EPA 620 | INTERNSHIP IN EMERGENCY PLANNING AND ADMINISTRATION | 3 |
| ___ EPA 665 | GRADUATE PROJECT IN EMERGENCY PLANNING AND ADMINISTRATION | 3 |

**TOTAL CREDITS 36**

# MASTER OF SCIENCE (M.S.) IN APPLIED PSYCHOLOGY

Lynn University offers students an environment focused on the enhancement of educational goals and practical application of knowledge in preparation for lifelong learning. In keeping with the university's mission, the master's degree in Applied Psychology provides students with the training and necessary course work to pursue professional and educational goals in the fields of psychology and counseling. The primary objective of this program is to inform students' of the principles and techniques of psychological research and counseling in the hopes of preparing them for careers within the field of psychology.

This program offers a general track and a counseling track toward completion of the master's degree. Students interested in the general graduate program can enroll in the M.S. in Applied Psychology and through intensive research, thesis and fieldwork experience become specialists in their desired non-clinical field.

Students interested in the counseling graduate program can enroll in the M.S. in Applied Psychology and satisfy all the academic requirements for licensure as a mental health counselor in the state of Florida during a graduate program. The required course work in intensive research, thesis and clinical fieldwork will allow these students to become skilled as mental health counselors as well as become specialists in their particular area of research.

M.S. Degree in Applied Psychology Completion Requirements:

1. Students must complete the required course curriculum based upon their chosen track. Satisfactory completion of these courses must be in compliance with University Academic Standards for Graduate Work as well as Program Competency Standards. (See Statement of Competence.)
2. Students must satisfactorily complete the experiential components of their curriculum based upon their selected track.
3. Students must complete a scholarly research thesis (general track students) or satisfactorily complete a standardized exit exam (counseling track students) commensurate with all program expectations and policies. No graduate degree will be conferred without the satisfactory completion of these final assessments.

STATEMENT OF COMPETENCE: In graduate work, the grade earned in a course not only represents a grade but is also a symbol of mastery of the work and competence in the field. It is for this reason that the Program of Psychology has instituted a competence requirement for satisfactory completion of a course. This requirement is stated as achieving a grade consistent with knowledge at the 80 percent threshold (on a 100 percent scale) or higher in a course. Students who do not achieve this level of mastery are considered to be lacking in the necessary competency for this course and are required to retake the course until they can document appropriate competence (defined as at least a grade of 80 percent).

## CURRICULUM

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

**FALL**

| | | |
|---|---|---|
| ___ PSY 500 | PERSONALITY THEORIES | 3 |
| ___ PSY 540 | RESEARCH AND PROGRAM EVALUATION IN COUNSELING AND APPLIED PSYCHOLOGY | 3 |
| ___ PSY 640 | SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY | 3 |
| ___ PSY 620 | TESTING AND ASSESSMENT IN COUNSELING AND APPLIED PSYCHOLOGY | 3 |

**SPRING**

| | | |
|---|---|---|
| ___ PSY 520 | PSYCHOPATHOLOGY | 3 |
| ___ PSY 560 | DEVELOPMENTAL PSYCHOLOGY | 3 |
| ___ PSY 690 | LEGAL AND ETHICAL ISSUES IN COUNSELING | 3 |
| ___ PSY 580 | PSYCHOBIOLOGY | 3 |

**SUMMER**

| | | |
|---|---|---|
| ___ PSY 600 | THESIS CLASS | 3 |
| ___ PSY 688 | SEMINAR IN APPLIED PSYCHOLOGY | 3 |
| ___ PSY 685 | CAREER AND LIFESTYLE ASSESSMENT | 3 |
| ___ PSY 699 | PRACTICUM IN PSYCHOLOGY | 3 |

**M.S. IN APPLIED PSYCHOLOGY COURSES: COUNSELING TRACK** **60 CREDITS**

**YEAR 1 – FALL**

| | | |
|---|---|---|
| ___ PSY 500 | PERSONALITY THEORIES | 3 |
| ___ PSY 540 | RESEARCH AND PROGRAM EVALUATION IN COUNSELING AND APPLIED PSYCHOLOGY | 3 |
| ___ PSY 640 | SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY | 3 |
| ___ PSY 620 | TESTING AND ASSESSMENT IN COUSELING AND APPLIED PYSCHOLOGY | 3 |

**YEAR 1 – SPRING**

| | | |
|---|---|---|
| ___ PSY 520 | PSYCHOPATHOLOGY | 3 |
| ___ PSY 560 | DEVELOPMENTAL PSYCHOLOGY | 3 |
| ___ PSY 690 | LEGAL AND ETHICAL ISSUES IN COUNSELING– | 3 |

| | | |
|---|---|---|
| ___ PSY 610 | COUNSELING THEORIES AND PRACTICE | 3 |

**YEAR 1 – SUMMER**

| | | |
|---|---|---|
| ___ PSY 615 | GROUP THEORIES AND PRACTICE | 3 |
| ___ PSY 680 | TECHNIQUES AND INTERVENTIONS IN APPLIED PSYCHOLOGY | 3 |
| ___ PSY 685 | CAREER AND LIFESTYLE ASSESSMENT | 3 |

**YEAR 2 – FALL**

| | | |
|---|---|---|
| ___ PSY 605 | PRACTICUM IN COUNSELING | 3 |
| ___ PSY 681 | ADVANCED PSYCHOPATHOLOGY AND INTERVENTIONS | 3 |
| ___ PSY 660 | PSYCHOLOGICAL CONSULTATION IN COMMUNITY SETTINGS | 3 |

**YEAR 2 – SPRING**

| | | |
|---|---|---|
| ___ PSY 688 | SEMINAR IN APPLIED PSYCHOLOGY | 3 |
| ___ PSY 695 | PRACTICUM IN COUNSELING II | 3 |
| ___ PSY 580 | PSYCHOBIOLOGY | 3 |

**YEAR 2 – SUMMER**

| | | |
|---|---|---|
| ___ PSY 700 | INTERNSHIP IN COUNSELING | 3 |
| ___ PSY 670 | SUBSTANCE ABUSE | 3 |
| ___ PSY 650 | HUMAN SEXUALITY | 3 |

Note: Sequencing of courses is subject to change based upon program scheduling.

**Outcomes**

Through the implementation of a master's program in Applied Psychology, Lynn University will provide students with opportunities for enhanced learning experiences and additional prospects for career advancement. Students will become knowledgeable in the dynamics of the field of applied psychology and become experts in their area of concentration. Higher education possibilities as well as superior status in occupational endeavors are expected for graduates of this program. Students completing the counseling track will be academically eligible to sit for the Florida Licensure exam as a mental health counselor upon satisfaction of other licensing requirements.

**Master's Thesis**

Students enrolled in the master's program in Applied Psychology are expected to demonstrate knowledge of theory, research and practice through an integrated assessment. This assessment will act as an evaluative tool on the student's competency in the domains of theory, research and skills application. Students must attain the expected level of competence in their thesis project in order to graduate from the degree program.

Students will enroll in PSY 540 Research and Program Evaluation in Applied Psychology their first semester in the program. Students will write a proposal for their thesis project due by the completion of this course. This proposal will be the foundation for the research project they will participate in during the spring semester of their first year.

Students (in the general track) will enroll in PSY 600 Thesis Project: Statistical Analysis and Applications during their second year in the program. Upon completion of this course, students will complete the thesis research project and defend their work to their course professor, cohort peers and program lab faculty.

Students, who select into the counseling track and receive program permission to pursue this track, will be required to demonstrate competence in all aspects of the field by passing the Counseling Exit Exam. Parameters for the Exam will be provided to students at the beginning of their program. Students will be able to retake the Exam a maximum of two times if competency is not met on the first administration of the Exam. The Counseling Exit Exam will be given in the spring of the student's second year of graduate work.

LYNN

# COLLEGE OF BUSINESS AND MANAGEMENT

**MISSION STATEMENT**

The global vision of the College of Business and Management at Lynn University is to provide the education, preparation and thought leadership for students to realize their full potential, explore the full range of global career possibilities and secure post graduate opportunities commensurate with their skills, capabilities and interests. We will accomplish our mission through a commitment to and passion for our core values.

The core values of the College of Business and Management:

1. Students: We view our students as our "clients" and our principle core value. In addition to their academic training, we will teach a commitment to community service, honesty and integrity in preparation for a successful career.
2. Parents: We recognize parents as key "stakeholders" in the success of their students and the College of Business and Management overall. As such, we will seek their advice, counsel and support in our strategy, direction and initiatives.
3. Academic Excellence: Outstanding faculty and staff combined with small class sizes and an emphasis on experiential education will be the cornerstone of a collaborative, diverse, effective and modern education.
4. Global Competency: A global learning experience and international student body will reflect our commitment and belief that a high quality education and excellent student preparation for the business world can only come from a worldwide perspective and cultural knowledge.
5. Business Partnerships: Integrated learning through internships with businesses and corporations that share our values will provide students with unique opportunities to build business skills and understanding to propel them to success in their "life after Lynn".
6. Entrepreneurship and Innovation: We will encourage and teach students to embrace new ideas, challenges and opportunities that expose them to all possible career options.
7. Lynn University: We acknowledge and embrace the Lynn University community and mission statement as the cornerstone of the College of Business and Management. We will welcome advice, resources and best practices for synergistic excellence and success.

The Burton D. Morgan School of Aeronautics is a world-class aviation academy with a state-of-the-art training facility designed to help fulfill the educational needs of the vast dynamic global air transportation industry. The school offers a variety of programs designed to provide students with the education and training needed to successfully enter the aviation industry. These programs provide a wide range of educational opportunities for entry-level, four-year students to advance into a career in the industry. Programs for aircrew training, ground personnel and air industry management are offered.

# 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 are foundation courses (21 credits) for the Business Administration major, three are specialization courses (9 credits) and two are elective courses (6 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 are required to select a specialization.

The Lynn University M.B.A. Program is designed to prepare qualified students for middle and upper-level management leadership responsibilities in business, not-for-profit and governmental organizations. Using a general management focus and strategic approach, students demonstrate: (1) broad and integrated knowledge of business functions; (2) knowledge of ethical and legal considerations and the social responsiveness to resolve corporate and public issues; (3) analytical, problem-solving and critical thinking skills and use of technology related to business decision-making; (4) communication and interpersonal skills to lead groups and business organizations; (5) foundations and tools to make and implement strategies; and (6) the depth and critical importance of the dynamic and global environment as they influence organizations, decisions and operations.

**Graduate Admission Standards for M.B.A. Program**

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA 2.5 or higher.
3. Official undergraduate transcripts.
4. A résumé and personal statement.
5. One letter of recommendation from academic or professional sources.

6. A writing sample demonstrating capacity to perform at the graduate level.
7. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

**Prerequisites for Those Without an Undergraduate Business Degree**

Undergraduate transcripts from M.B.A. applicants are reviewed to determine whether the applicant has completed prerequisite course work in financial accounting, macroeconomics and statistics.

Proficiency in the use of computer applications such as Word, Access, Excel and PowerPoint is essential.

While not required for admission, students who have not taken a course in accounting, macroeconomics, statistics and/or who lack proficiency in the MS Office Suite (Word, PowerPoint, Excel) may be required to take undergraduate prerequisite courses in each before taking the foundation courses in the M.B.A. program.

**M.B.A. Degree Completion Requirements**

1. Complete any necessary prerequisites.
2. Maintain a cumulative 3.0 GPA.
3. Complete 12 three-credit courses, including seven foundational courses (21 credits), three specialization courses (9 credits) and two electives (6 credits). Students are required to choose a specialization.
4. Develop and successfully demonstrate a range of critical thinking skills to complete an oral and written presentation reflecting the integration and application of theory to practice in MBA 690 Strategic Management Seminar.

# MASTER OF BUSINESS ADMINISTRATION SPECIALIZATIONS

| **I. M.B.A. FOUNDATION COURSES** | | **21 CREDITS** |
|---|---|---|
| ___ MBA 600 | LEADERSHIP AND MANAGEMENT OF BUSINESS ORGANIZATIONS | 3 |
| ___ MBA 605 | MANAGING HUMAN RESOURCES | 3 |
| ___ MBA 610 | LEGAL, ETHICAL AND SOCIAL ISSUES OF BUSINESS | 3 |
| ___ MBA 620 | MARKETING MANAGEMENT IN A GLOBAL ECONOMY | 3 |
| ___ MBA 640 | MANAGING FOR FINANCIAL ACCOUNTABILITY | 3 |
| ___ MBA 645 | MANAGING FOR FINANCIAL PERFORMANCE | 3 |
| ___ MBA 690 | STRATEGIC MANAGEMENT SEMINAR | 3 |

**II. ELECTIVE COURSES** **6 CREDITS**

**III. SPECIALIZATION COURSES** **9 CREDITS**

**AVIATION MANAGEMENT SPECIALIZATION**

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

**FINANCIAL VALUATION AND INVESTMENT MANAGEMENT SPECIALIZATION**

| | | |
|---|---|---|
| ___ MBA 646 | MEASURING AND MANAGING VALUE | 3 |
| ___ MBA 647 | PORTFOLIO MANAGEMENT AND ANALYSIS | 3 |
| ___ MBA 648 | DEVELOPMENT STRATEGIES | 3 |

**HOSPITALITY MANAGEMENT SPECIALIZATION**

| | | |
|---|---|---|
| ___ HA 525 | FOOD SERVICE ADMINISTRATION | 3 |
| ___ HA 530 | RESORT DEVELOPMENT AND MANAGEMENT | 3 |
| ___ HA 575 | SERVICE MANAGEMENT | 3 |

**INTERNATIONAL BUSINESS SPECIALIZATION**

| | | |
|---|---|---|
| ___ MBA 661 | INTERNATIONAL TRADE AND INVESTMENT | 3 |
| ___ MBA 665 | INTERNATIONAL FINANCE | 3 |
| ___ MBA 668 | SPECIAL TOPICS IN INTERNATIONAL BUSINESS | 3 |

**MARKETING SPECIALIZATION**

| | | |
|---|---|---|
| ___ MBA 621 | INTERNATIONAL MARKETING | 3 |
| ___ MBA 625 | INTEGRATED MARKETING COMMUNICATIONS | 3 |
| ___ MBA 628 | SPECIAL TOPICS IN MARKETING | 3 |

**MASS COMMUNICATION AND MEDIA MANAGEMENT SPECIALIZATION**

| | | |
|---|---|---|
| ___ COM 510 | COMMUNICATION AND MEDIA TECHNOLOGIES | 3 |
| ___ COM 515 | MEDIA LAW AND REGULATION | 3 |
| ___ COM 550 | MEDIA AND CULTURE | 3 |

**SPORTS AND ATHLETICS ADMINISTRATION SPECIALIZATION**

| | | |
|---|---|---|
| ___ 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 630 Legal Aspects of Athletics for MBA 610 (program coordinator approval is needed).

**INTERNATIONAL STUDY OPPORTUNITY**

| | | |
|---|---|---|
| ___ MBA 660 | INTERNATIONAL BUSINESS STUDIES ABROAD | 3 |

**INDEPENDENT STUDY (NON-DEGREE CREDIT HOURS)**

| | | |
|---|---|---|
| ___ MBA 697 | INDEPENDENT STUDY | 1-3 |

**BUSINESS INTERNSHIP (NON-DEGREE CREDIT HOURS)**

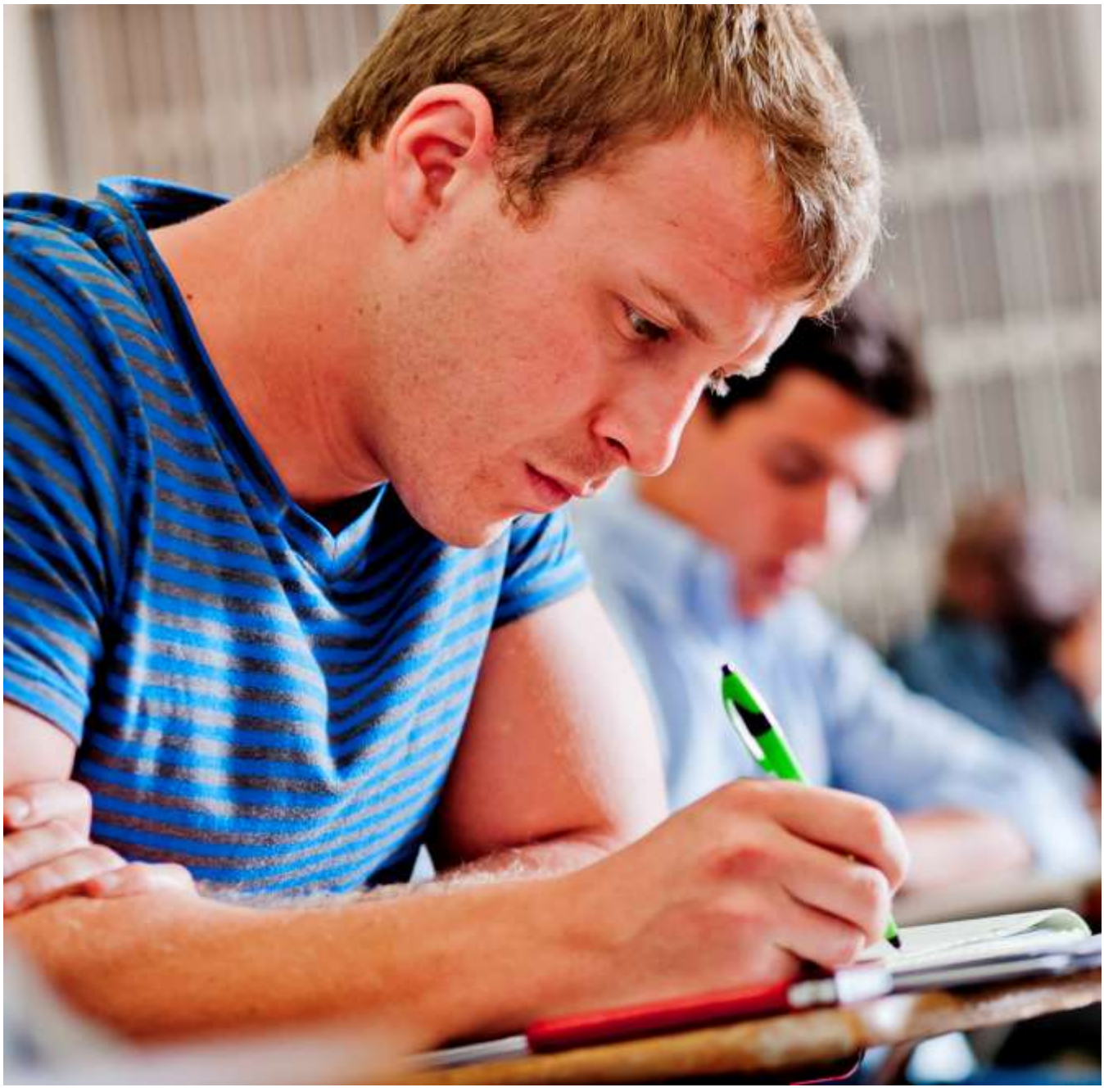
| | | |
|---|---|---|
| ___ MBA 698 | BUSINESS ADMINISTRATION INTERNSHIP | 1-3 |

# GRADUATE CERTIFICATE IN HOSPITALITY MANAGEMENT

The Graduate Certificate in Hospitality Management consists of 18 credits of graduate course work that comprise theories, concepts and practices of hospitality management. The required courses correspond to three of the courses in the M.B.A. Specialization in Hospitality Management and three additional Hospitality Management courses for a total of 18 credits of graduate courses.

Students who hold a master's degree in a related academic area and/or students who hold a Bachelor's degree from an accredited institution must meet the graduate admission standards for the M.B.A. of the College of Business and Management prior to enrolling.

| **GRADUATE CERTIFICATE IN HOSPITALITY MANAGEMENT** | | **18 CREDITS** |
|---|---|---|
| ___ HA 525 | Food Service Administration | 3 |
| ___ HA 530 | Resort Development and Management | 3 |
| ___ HA 550 | Hospitality Management Education | 3 |
| ___ HA 555 | Financial Management | 3 |
| ___ HA 575 | Service Management | 3 |
| ___ HA 597 | Food Service Administration | 3 |



# DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

The Donald E. and Helen L. Ross College of Education's (RCOE) programs are delivered via experiential learning, and therefore bring research into practice. These programs challenge students to develop intellectually and personally to their fullest potential, ensuring that they are equipped with the knowledge, skills and competencies required of successful educators to meet the needs of all learners in today's diverse society.

# GRADUATE PROGRAMS

In the Donald E. and Helen L. Ross College of Education, Lynn University, the primary aim in all programs, is to provide students the knowledge, dispositions, skills and understanding necessary to exercise visionary leadership in diverse and dynamic environments. The professional preparation provided by the RCOE stresses strategic planning, collaborative problem solving, interpersonal and inter-group functioning, technological proficiency and effective communication. In our view, the ultimate mission of the department is to prepare students who will create organizational cultures that lead with the head, hand and heart.

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

The M.Ed. in ESE program provides students with the skills needed to work with diverse learners, especially those with disabilities in a K-12 setting. The courses focus on providing pedagogical content theory, knowledge and clinical experiences in the field as well as practical application. The intent is to produce graduates who, as teachers, are able to address the needs of the increasingly diverse student population in our schools today and who can display effective teacher leadership skills that create innovative programs to better serve students with disabilities.

**Graduate Admission Standards for M.Ed. Program in ESE**

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA of 3.0 or higher.
3. Official undergraduate and graduate transcripts of all academic coursework attempted.
4. Current résumé.
5. Statement of professional goals and a writing sample demonstrating the capacity to perform at the graduate level.
6. Two recent letters of recommendation; these can be from professional or academic sources but must be interactions that occurred within the last six months.

**M.Ed. in ESE Degree Completion Requirements**

1. Complete the degree in a maximum of four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a B grade or higher in each course.
3. Complete a minimum of 39 credits.
4. Pass FTCE Exceptional Student Education (ESE) K-12 certification subject area examination.

**Program goals**

The goals of the program are to provide a curriculum that:

1. Introduces students to a body of diverse theory regarding exceptional student education.
2. Focuses on the interpretation of laws and rules that govern public educational institutions.
3. Enhances the development of effective skills in written and oral communication, informational literacy, research-based intervention strategies and the use of technology.
4. Emphasizes the critical examination and evaluation of ethical issues and implications in today's educational establishment as they relate to students and adults with disabilities.

**Expected outcomes**

Upon completion of the ESE master's degree program, students will be able to:

1. Display knowledge of curriculum and instructional theories, concepts and best practices and apply them to K-12 exceptional student education settings.
2. Demonstrate effective communication and interpersonal relationship skills.
3. Compare and contrast the strategies used to plan, develop, implement and evaluate instructional programs for children with disabilities.
4. Use abilities to assist the educational community in supporting students with disabilities in inclusive settings.
5. Understand, analyze, and interpret the federal, state constitutional, statutory and regulatory provisions governing special education.
6. Develop knowledge of policies and procedures for the appropriate use of technology in the field.
7. Devise and implement research-based strategies to assist students with disabilities within their environment.

The Exceptional Student Education Program in the Donald E. and Helen L. Ross College of Education is a 39 -credit hour program leading to the Master of Education degree in Exceptional Student Education and eligibility for Florida Teacher Certification in grades (K-12). The State of Florida may require additional courses in the field for certification, prior to issuing the five-year certificate.

# MASTER OF EDUCATION (M.Ed.) IN EXCEPTIONAL STUDENT EDUCATION

**COURSE REQUIREMENTS**

| | | |
|---|---|---|
| ___ ESE 500 | FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION | 3 |
| ___ ESE 503 | SPEECH LANGUAGE NEEDS FOR STUDENTS WITH DISABILITIES | 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 521 | SURVEY OF LEARNING DISABILITIES | 3 |
| ___ ESE 525 | TRANSITION PLANNING FOR STUDENTS WITH DISABILITES | 3 |
| ___ ESE 530 | TECHNOLOGY AND EXCEPTIONAL STUDENTS | 3 |
| ___ ESE 531 | INTRODUCTION TO AUSTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES | 3 |
| ___ ESE 541 | PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS | 3 |
| ___ ESE 580 | GRADUATE PRACTICUM IN EXCEPTIONAL STUDENT EDUCATION | 3 |
| ___ ESE 581 | STUDENT TEACHING IN EXCEPTIONAL STUDENT EDUCATION | 3 |
| OR | | |
| ___ *ESE 540 | GRADUATE CAPSTONE RESEARCH PROJECT | 3 |

**TOTAL CREDITS 39**

***The student has the option of completing student teaching or** the practicum and capstone graduate research project depending on professional goals.

# II. MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (M.Ed.)

**Florida State-Approved for Certification**

The Educational Leadership program in the Donald E. and Helen L. Ross College of Education is a 36-credit hour program leading to a Master of Education degree in Educational Leadership and eligibility for the Florida Educational Leadership Certification (K-12), Level 1. The schedule of classes enables students to complete the program in twelve months.

The program prepares aspiring instructional leaders and administrators to meet the challenges of today's schools. The program of study includes leadership and organizational theory, applied research, professional knowledge, field experiences and school-based internship.

**Certification**

The master of educational leadership with a specialization in school administration K-12 is state approved in Florida and meets all requirements of the Florida Department of Education educational leadership certification. The program focuses on preparing prekindergarten through 12th grade teachers for administrative positions in public and nonpublic schools and school systems. The program provides the foundational knowledge, skills and competencies that future instructional leaders require to ensure that they foster successful learning communities. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Following successful passing of the FELE, completers of this program receive transcript endorsements indicating the completion of a state - approved modified program in Educational Leadership.

**Graduate Admission Standards for M.Ed. Program in Ed Leadership**

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA of 3.0 or higher.
3. Official undergraduate and graduate transcripts of all academic coursework attempted.
4. Current résumé.
5. Statement of professional goals and a writing sample demonstrating the capacity to perform at the graduate level.
6. Two recent letters of recommendation; these can be from professional or academic sources but must be interactions that occurred within the last six months.

**M.Ed. in Ed Leadership Degree Completion Requirements**

1. Complete the degree in a maximum of four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a B grade or higher in each course.
3. Complete a minimum of 36 credits.
4. Pass FTCE Educational Leadership exam (FELE).

**INSTRUCTIONAL DELIVERY**

Courses for the educational leadership degree in the Florida state-approved program are available online with the exception of the internship.

**Program goals**

The goals of the Educational Leadership program are to provide a curriculum that:

- Ensures program graduates are able to identify and implement leadership practices that impact prioritization and results for student achievement on priority learning goals.
- Ensures program graduates are effective leaders with the ability to recruit and develop a diverse faculty and staff.
- Explores the relationship between the Florida Educational Leadership Standards and the Multi-Tier System of Supports (MTSS).
- Focuses on the interpretation of laws and rules that govern educational institutions.
- Enhances effective skills in written and oral communication, mathematical computation, information literacy, intellectual strategies and use of computers.
- Emphasizes the critical examination and evaluation of ethical issues and implications in today's educational establishment.
- Develops data analytical skills to drive decision making and school improvement.

**Expected outcomes**

Upon completing of the master's degree program in Educational Leadership, students should be able to:

- Master state educational leadership standards and competencies.
- Demonstrate content areas competencies and skills.
- Display knowledge of basic leadership theories and concepts and apply them to leadership behaviors.
- Understand the relationship between communication and interpersonal relationships.
- Compare and contrast the strategies for evaluating curricular and instructional innovations.
- Develop the ability to plan, develop, implement and evaluate the financial status of an educational institution.
- Analyze the federal, state constitutional, statutory and regulatory provisions governing educational systems.
- Analyze management policies and procedures for appropriate use of technology.
- Analyze federal, state and school data to ensure effective school improvement planning.

**SCHOOL ADMINISTRATION K-12**

| | | |
|---|---|---|
| ___ EDL 604 | INSTRUCTIONAL LEADERSHIP | 3 |
| ___ EDL 606 | DATA DRIVEN DECISION MAKING | 3 |
| ___ EDL 607 | LEADING A LEARNING ORGANIZATION | 3 |
| ___ EDL 608 | CRITICAL ANALYSIS OF LEGAL, ETHICAL, SOCIAL & SAFETY ISSUES | 3 |
| ___ EDL 621 | HUMAN RESOURCE MANAGEMENT & FACULTY DEVELOPMENT | 3 |
| ___ EDL 624 | SCHOOL COMMUNICATION, POLICES & PRACTICES | 3 |
| ___ EDL 625 | SCHOOL FINANCE, BUDGETING & OPERATIONS | 3 |
| ___ EDL 626 | CURRICULUM DESIGN, PLANNING & IMPLEMENTATION | 3 |
| ___ EDL 628 | INSTRUCTIONAL PLAN IMPLEMENTATION | 3 |
| ___ EDL 635 | eLEADERSHIP FOR SCHOOL TECHNOLOGY INTEGRATION | 3 |

**FIELD BASED**

| | | |
|---|---|---|
| EDL 699 | INTERNSHIP I | 3 |
| EDL 700 | INTERNSHIP II | 3 |

**TOTAL CREDITS 36**

# DOCTORATE OF EDUCATION: EDUCATIONAL LEADERSHIP (Ed.D.)

The Doctor of Education (Ed.D.) in the Donald E. and Helen L. Ross College of Education is a three-year degree program developed in partnership with the Carnegie Foundation, Carnegie Project on the Educational Doctorate (CPED) that equips scholar-practitioners with the skills needed to connect research with practice, lead high-performing organizations and contribute to students learning. The program is geared toward working professionals who want to be leaders in "metropolitan" K-12 education systems.

**Instructional Delivery**

In the fall and spring, classes are delivered face-to-face in the classroom on Saturdays. Students also attend during the summer.

**Program Goals/Learning Outcomes**

Graduates of the Ed.D. program in K-12 Educational Leadership will be:

- Scholar practitioners able to use self-analysis, inquiry and purposeful reflection to continually improve their own practice.
- Scholar practitioners, who ask engaging and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and communicate the results to others.
- Scholar practitioners who understand the dynamics of educational systems and are able to leverage those systems in coherent, aligned strategies for educational change by creating democratic learning communities that move school systems toward meeting student achievement goals.
- Scholar practitioners who possess the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels by fostering effective curricular programs, student-centered learning environments and accountable school cultures that reflect high expectations for student outcomes.
- Scholar practitioners who are culturally competent and advocate purposefully for equity in a diverse metropolitan society.
- Scholar practitioners who inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement.
- Scholar practitioners who are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in diverse metropolitan areas advancing the public good.
- Scholar practitioners who value the application of theory in practice and conduct systemic institutional inquiry, identifying critical issues using data to drive decision-making.

**Program of Study**

The Ed.D. at Lynn University in the Ross College of Education is a 51-credit program:

- Leadership theory and practice – 6 courses (18 credit hours)
- Leadership applied to K-12 settings – 4 courses (12 credit hours)
- Research methods – 4 courses (12 credit hours)
- Capstone/Dissertation research – 3 courses (9 credit hours)

**TOTAL CREDITS 51**

There are four program themes

- Leadership
- Accountability
- Equity and Diversity
- Learning and Instruction

Students enrolled in the Ed.D. program must maintain a cumulative 3.25 GPA and achieve a B grade or higher in each course.

**LEADERSHIP THEORY AND PRACTICE**

| | | |
|---|---|---|
| ___ EDU 701 | LEADERSHIP, POLICY AND CONTEXT | 3 |
| ___ EDU 703 | HARTWICK INTERDISCIPLINARY SEMINAR | 3 |
| ___ EDU 705 | EDUCATIONAL REFORM IN A METROPOLITAN CONTEXT | 3 |
| ___ EDU 707 | LEADERSHIP IN A METROPOLITAN CONTEXT | 3 |
| ___ EDU 709 | SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL ISSUES IN EDUCATION | 3 |
| ___ EDU 711 | GLOBAL PERSPECTIVES ON EDUCATION REFORM | 3 |

**LEADERSHIP APPLIED TO K-12 SETTINGS**

| | | |
|---|---|---|
| ___ EDU 726 | INSTRUCTIONAL & CURRICULUM LEADERSHIP | 3 |
| ___ EDU 727 | PUBLIC SCHOOL LAW | 3 |
| ___ EDU 728 | STUDENT MOTIVATION & COGNITION | 3 |
| ___ EDU 729 | PLANNING & MANAGEMENT IN SCHOOL FUNDING AND FACILITIES | 3 |

**RESEARCH METHODS**

| | | |
|---|---|---|
| ___ EDU 702 | PROGRAM EVALUATION | 3 |
| ___ EDU 704 | ACTION RESEARCH | 3 |
| ___ EDU 706 | RESEARCH DESIGN AND ANALYSIS | 3 |
| ___ EDU 708 | CRITIQUING & REVIEWING RESEARCH LITERATURE | 3 |

**CAPSTONE/DISSERTATION**

| | | |
|---|---|---|
| ___ EDU 801 | PART I: THE PROBLEM | 3 |
| ___ EDU 802 | PART II: THE GATHERING OF EVIDENCE | 3 |
| ___ EDU 803 | PART III: FINDING/REPORT/OUTCOMES | 3 |

**TOTAL CREDITS 51**

**Review Criteria**

The candidate must comply with all academic rules, regulations, and time lines set forth by the College of Education. These include, but are not limited to, maintaining an acceptable degree plan and cumulative grade point average (GPA), completing required course work, passing the mid-program performance review and Scholarly Practitioner Portfolio Presentation (end of sixth semester), approval of dissertation in practice proposal, and successful completion, presentation, and defense of the dissertation in practice.

**Performance Reviews**

Performance in the program will be assessed in several ways. Conventional individual course performance measures (such as grades) are coupled with the mid-program review by program faculty who additionally provide performance feedback on candidate's presentation of their electronic Scholarly Practitioner Portfolio. In addition, each candidate must complete a minimum of two critical assignments per class and a culminating original research study, referred to as the dissertation in practice. The former serves to display mastery, synthesis, and application of knowledge and skills gained during the Ed.D. program. The latter serves as an opportunity to integrate and use skills gained during the program of study.

A candidate who has committed academic misconduct must complete the remedial actions required of the misconduct review process. These are all required actions.

**Mid-Program Review**

Students who are admitted to the doctoral program will have their mid-program review during their fifth semester. Students may be strongly encouraged to continue in the program, recommended to remain in the program, placed on probation, or asked to leave the program as a consequence of this review. This review considers the whole of the student's work to date, including attendance, participation, comprehension, and writing as well as any other factors deemed important by the faculty. The review assesses the student's potential for success at the dissertation in practice stage.

All students will be notified by letter of the results of this review; every student so reviewed may make an appointment with the Director of the Ed.D. Program in Educational Leadership to discuss the results. Students who do not pass the review will be dismissed from the program, effective at the end of the academic year (or the semester in which the review results are reported to the student).

**Improvement Process**

The improvement process includes the following steps:

1. The student should develop a performance improvement plan with their identified mentor. This plan must include steps and a time line for achieving satisfactory progress over the remaining four semesters.
2. The performance improvement plan should be submitted to the Director of the Ed.D. Program in Educational Leadership.
3. After the performance improvement plan is approved by the Director of the Ed.D. Program in Educational Leadership, the student and mentor will meet with the Director of the Ed.D. Program in Educational Leadership and the Dean of the College of Education to discuss the student's performance and the plans for improving it.
4. The Dean of the College of Education will decide whether and when all tasks in the improvement plan have been successfully completed. The recommendation by the mentor will be taken into account for this decision.

**Appeals Procedure**

Students who are asked to leave the program at mid-program review may appeal the procedure by notifying the Dean of the College of Education in writing within two weeks of the date on the letter of notification. The letter should state the grounds of the appeal. If new information is forthcoming, it must be given to the Dean of the College of Education. The Director of the Ed.D. Program in Educational Leadership will reconvene the Review Committee to consider the appeal within one week of the date on the letter of notification, and the final decision will be conveyed to the student within a reasonable period of time thereafter.

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Pepper

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

**MISSION STATEMENT**

The Lynn University College of International Communication (CIC) provides students an opportunity to acquire the knowledge, skills and experience necessary to build successful communication careers in the global media marketplace.

The college is committed to blending a strong liberal arts concentration with professional programs in communication that offer "hands-on" educational opportunities in film and television directing, writing, camera work, lighting, set design and digital editing; theater and media performance; journalism, advertising and public relations; studies in traditional and emerging media; and multimedia design, including the study of photography, animation and graphic design.

The unique combination of theory, practice and internships offers students an opportunity to build a solid foundation for success in the competitive fields of communication. The college's innovative approach to collaborative education enables students to participate in integrated learning projects that simulate media industries and promote the transition to professional positions in communication and media.

**FACILITIES**

State-of-the-art digital facilities house broadcast and cinema production and post-production centers, multimedia design labs with 3D ~~3-D~~ printing and motion capture animation studios that enable students to develop professional skills and an advanced understanding of studio, field and news production, as well as digital post-production and editing. Instructional facilities for new media promote the early adoption of developing technologies into the mass media mix, including social and mobile media, Web design, audio/video streaming, interactive business presentations and emerging media.

# GRADUATE PROGRAM

## MASTER OF SCIENCE IN COMMUNICATION AND MEDIA (M.S.)

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 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 letter of recommendation from an academic or professional source.
5. A writing sample demonstrating the capacity to perform at the graduate level.
6. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 Internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

**Completion Requirements**

1. Complete the degree in four calendar years from the date of a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a C (2.0) grade or higher in each course.
3. Complete 36 graduate credits of foundation and specialization course work, including a creative project or thesis in the Media Studies and Practice specialization or digital portfolio in the Digital Media specialization.*

* In the Media Studies and Practice specialization, COM 540 and COM 545 may be substituted for the creative project or thesis.

**Curriculum**

The curriculum seeks a balance of theory and practice by incorporating a substantive foundation of communication and media theory, research, law and history with multiple layers of practical application in content production and delivery.

The interdisciplinary nature of the degree permits students who have undergraduate degrees in a variety of majors to enter the program without penalty. Students without an undergraduate degree in a media-related discipline may be required to complete a limited number of lower-level courses.

The M.S. in Communication and Media is made up of 36 credit hours of academic courses and creative project or thesis. Eighteen (18) of the 36 credits are foundation courses and 18 credits are specialization courses. The creative project/thesis and the digital portfolio are 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 faculty.

# MASTER OF SCIENCE (M.S.) IN COMMUNICATION AND MEDIA

**CURRICULUM OVERVIEW: M.S. IN COMMUNICATION AND MEDIA**

| **I. FOUNDATION COURSES** | | **18 CREDITS** |
|---|---|---|
| ___ COM 505 | HISTORY OF COMMUNICATION AND MEDIA | 3 |
| ___ COM 510 | COMMUNICATION & MEDIA TECHNOLOGIES | 3 |
| ___ COM 515 | MEDIA LAW AND REGULATION | 3 |
| ___ COM 525 | INTERNATIONAL MEDIA | 3 |
| ___ COM 550 | MEDIA AND CULTURE | 3 |
| ___ COM 575 | PROFESSIONAL MEDIA PRESENTATION | 3 |

**II. SPECIALIZATION COURSES**
**(Choose one specialization from the following)**

| **MEDIA STUDIES AND PRACTICE SPECIALIZATION** | | **18 CREDITS** |
|---|---|---|
| ___ COM 500 | THEORIES IN COMMUNICATION AND MEDIA | 3 |
| ___ COM 520 | RESEARCH METHODS FOR COMMUNICATION AND MEDIA | 3 |
| ___ COM 555 | MEDIA, PUBLICS AND SOCIAL CHANGE | 3 |
| ___ COM 570 | VISUAL COMMUNICATION PRACTICE | 3 |
| ___ COM 590* | CREATIVE PROJECT/THESIS SEMINAR I | 3 |
| ___ COM 595* | CREATIVE PROJECT/THESIS SEMINAR II | 3 |

*The following courses may be substituted for COM 590 and COM 595: COM 540 TOPICS IN COMMUNICATION AND MEDIA I and COM 545 TOPICS IN COMMUNICATION AND MEDIA II.

| **DIGITAL MEDIA SPECIALIZATION** | | **18 CREDITS** |
|---|---|---|
| ___GVC 530 | AESTHETICS OF DIGITAL PHOTOGRAPHY | 3 |
| ___GVC 535 | DRAWING AND DESIGN THEORY AND PRACTICE | 3 |
| ___GVC 570 | DIGITAL STORYTELLING | 3 |
| ___GVC 575 | IMAGEMAKING AS EXPRESSION | 3 |
| ___GVC 580 | ANIMATION AND MOTION GRAPHICS | 3 |
| ___GVC 585 | AESTHETICS AND PRACTICE OF 3D ANIMATION | 3 |

**Digital Portfolio**

Following successful completion of 18 credits in the Digital Media specialization, students are required to submit two copies of a digital portfolio composed of course assignments in COM and GVC courses for review by a committee of three members of the college faculty. The Digital Portfolio is not required for students in the Media Studies and Practice specialization.

**Creative Project/Thesis**

The creative project offers candidates in the Media Studies and Practice specialization the opportunity and the means to demonstrate the acquisition, mastery and integration of appropriate knowledge and skills in the field. Students are expected to select a creative project that fits professional and career objectives. The creative project is not required for students in the Digital Media specialization.

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.

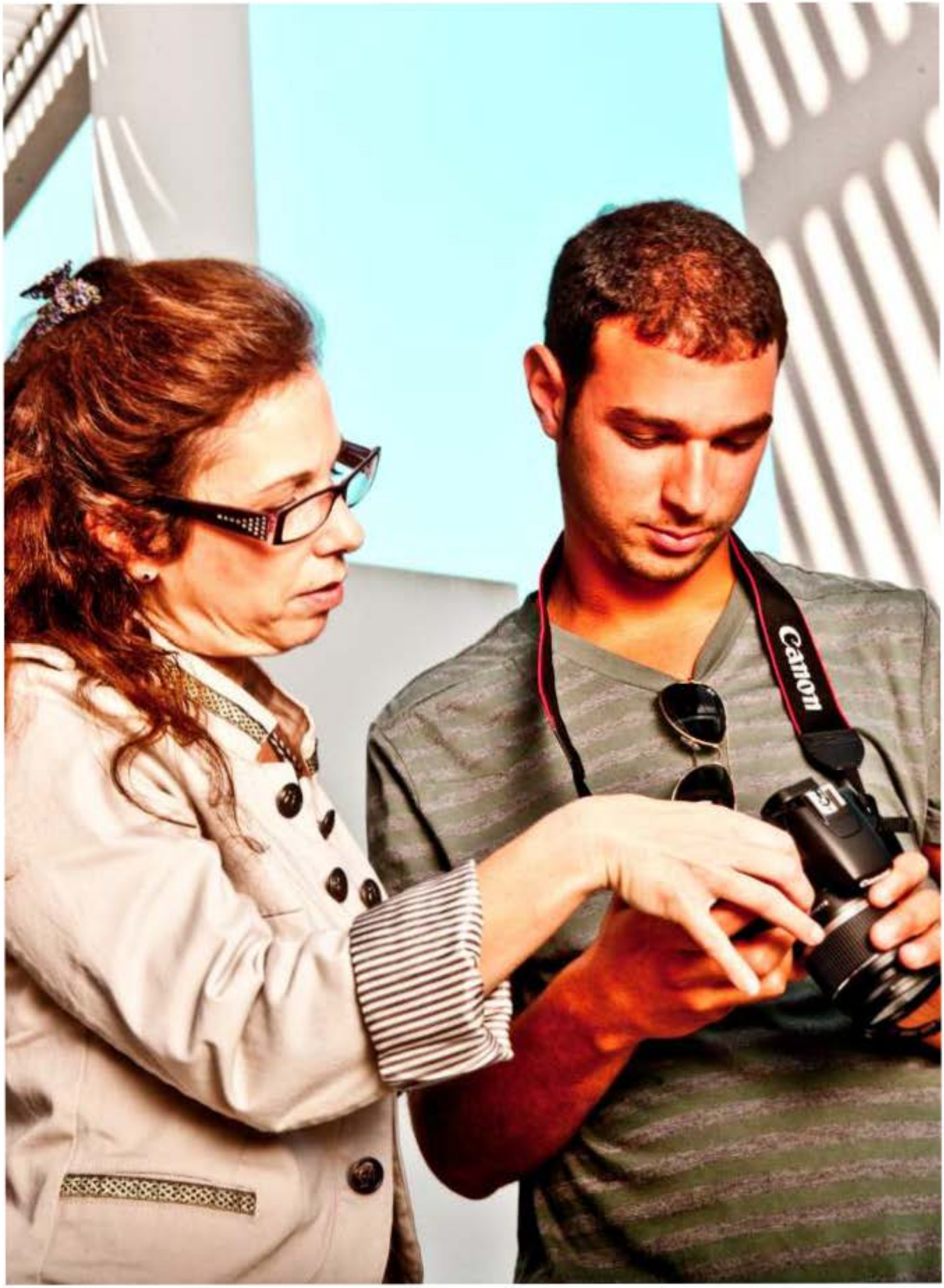
**Grading of the Creative Project/Thesis**

All projects/theses must be completed within one year of the date of the accepted proposal. The creative project/thesis culminates in a public presentation and 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 are required to enroll in COM 595 for 3 credits in the term following successful completion of COM 590. Students who fail to successfully 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 consecutive terms.

**Completion of the Creative Project/Thesis**

Upon successful completion of the creative project/thesis, the student must submit two copies, one for the university library and one for the College of International Communication.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# GRADUATE CERTIFICATE IN DIGITAL MEDIA

The Graduate Certificate in Digital Media consists of 18 credits of graduate course work that comprise theories, concepts and practices of digital media. The required courses correspond to courses in the Digital Media specialization in the M.S. in Communication and Media. Students enrolled in the Media Studies and Practice specialization in the M.S. in Communication and Media program or who have completed the latter are eligible to enroll in the Graduate Certificate in Digital Media program. Students who hold master's degrees in other academic areas and/or students who hold a bachelor's degree from an accredited institution must meet the graduate admission standards for the M.S. in Communication and Media.

| **CERTIFICATE IN DIGITAL MEDIA** | | **18 CREDITS** |
|---|---|---|
| ___GVC 530 | AESTHETICS OF DIGITAL PHOTOGRAPHY | 3 |
| ___GVC 535 | DRAWING AND DESIGN THEORY AND PRACTICE | 3 |
| ___GVC 570 | DIGITAL STORYTELLING | 3 |
| ___GVC 575 | IMAGEMAKING AS EXPRESSION | 3 |
| ___GVC 580 | ANIMATION AND MOTION GRAPHICS | 3 |
| ___GVC 585 | AESTHETICS AND PRACTICE OF 3D ANIMATION | 3 |

# CONSERVATORY OF MUSIC

**MISSION STATEMENT**

The mission of the Conservatory of Music at Lynn University is to provide high-quality professional education for gifted young musicians and set a superior standard for music education worldwide. Primary among the goals of the Conservatory is the nurture and education of the student body with a thorough attention to musicianship, artistry and skills needed to be competitive in the field of music performance. The aim is to train instrumental music students of high achievement through intensive programs of study in order to prepare them for performance careers. In addition, the Conservatory of Music offers a major in music composition. The Conservatory faculty forms a community of exceptionally accomplished and dedicated individuals striving toward similar goals. The artist-faculty maintain active performance careers and bring their experience and expertise to the aspiring student body.

The Conservatory offers baccalaureate and post-baccalaureate level programs of study to music students who have previous extensive preparation in musical performance and/or composition. The program focuses on rigorous, professional instruction and offers a full and progressive curriculum leading to the Bachelor of Music degree, Professional Performance Certificate or Master of Music degree. Students are selected for enrollment from across the United States and globally through a stringent audition process. Artistic talent and ability, along with potential for growth, are the primary criteria for admission. Following are the requirements for obtaining post-baccalaureate degrees from the Conservatory:

# GRADUATE PROGRAM

## MASTER OF MUSIC (M.M.)

**Graduate Admission Standards for M.M. in Music**

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Official undergraduate transcripts.
3. Two Conservatory recommendation forms.
4. An audition for performance and instrumental collaborative piano majors; a portfolio of three original compositions and, if available, recordings for composition majors.
5. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

# MASTER OF MUSIC IN PERFORMANCE (M.M.)

This is a two-year program of study at the post-baccalaureate level for students of piano, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, bass trombone, tuba or percussion. Students will hone their technical skills, expand their repertoire, acquire performance experience and develop the ability to communicate an artistic vision. Each student will have the opportunity to bring his/her talent to fruition through extensive performance experiences and through expanded theoretical and historical knowledge. Academic and practical training will provide comprehension, application and synthesis of knowledge.

The Master of Music degree in Performance is designed to prepare each candidate for a variety of music and music-related professions. Its purpose is to train the graduate student and to provide this student with the tools needed to attain professional competence and specialization in the area of performance.

**M.M. Degree in Performance Completion Requirements**

1. Complete the degree in four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA.
3. Complete 36 credits of music courses, including four semesters of applied music study (16 credits, 20 credits for pianists), four academic music courses (12 credits), four semesters of Performance Forum (0 credit), various performance requirements (a full recital, a concerto performance, a chamber work performance – each 0 credit), pass a comprehensive exam (0 credit) given near the conclusion of degree study. String, wind, brass & percussion students are required to complete four semesters of large ensemble (4 credits), four semesters of small ensemble (4 credits) and perform a mock audition (0 credit). Piano students are required to complete four semesters of small ensemble (4 credits) and perform a sight reading jury for pianists (0 credit).
4. Pass proficiency exams in music history and music theory.

## M.M. IN PERFORMANCE

| **GENERAL MUSIC REQUIREMENTS** | | **16 CREDITS** |
|---|---|---|
| ___ MUG 580 | MUSIC ENTREPRENEURSHIP | 3* |
| ___ MUH 530 | BIBLIOGRAPHY AND RESEARCH SKILLS | 3* |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL | 0 |
| ___ MUR 601 | COMPREHENSIVE EXAM | 0 |
| ___ MUS 511 | SMALL ENSEMBLE (4 semesters-1 credit) | 4 |
| ___ MUH 500+ | MUSIC HISTORY ELECTIVE | 3 |
| ___ MUT 570 | ANALYTICAL TECHNIQUES OF MUSIC | 3 |

| **FOR STRINGS, WINDS, BRASS & PERCUSSION** | | | **20 CREDITS** |
|---|---|---|---|
| ___ MUS 501 | APPLIED INSTRUMENT: MM (4 semesters-4 credits) | | 16 |
| ___ MUS 521 | LARGE ENSEMBLE (4 semesters-1 credit) | | 4 |
| ___ MUS 525 | ORCHESTRAL REPERTOIRE (Winds, Brass & Percussion only) | (4 semesters-0 credit) | 0 |

| **FOR PIANISTS** | | **20 CREDITS** |
|---|---|---|
| ___ MUS 501 | APPLIED INSTRUMENT: MM (4 semesters-5 credits) | 20 |

**TOTAL CREDITS 36**

* For pianists only: MUG 529 **or** MUP 525 may be substituted for MUG 580 and MUH 530.

# MASTER OF MUSIC IN INSTRUMENTAL COLLABORATIVE PIANO (M.M.)

This is a two-year program of study at the post-baccalaureate level for students of collaborative piano. Students will pursue advanced studies in instrumental collaboration through extensive practical experience in both the studio and on stage through a practicum divided evenly between strings (one year) and woodwinds, brass and percussion (one year). Weekly applied lessons, chamber coachings, seminar participation and a weekly studio class compliment coursework in piano literature, pedagogy and other music academics providing the student with the tools needed to attain professional competence and specialization in the area of instrumental collaboration.

**M.M. Degree in Collaborative Piano Completion Requirements**

1. Complete the degree in four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA.
3. Complete 36 credits of music courses, including four semesters of applied music study (12 credits), four semesters of small ensemble (4 credits), one academic music course (3 credits), collaborative piano courses (14 credits), Piano Pedagogy (3 credits), a sight reading jury for pianists (0 credit), four semesters of Performance Forum (0 credit), one full student collaborative recital (0 credit) and pass a comprehensive exam (0 credit) given near the conclusion of degree study.
4. Pass proficiency exams in music history and music theory.

## M.M. IN INSTRUMENTAL COLLABORATIVE PIANO

| | | |
|---|---|---|
| ___ MUS 501 | APPLIED INSTRUMENT: MM (4 semesters- 3 credits) | 12 |
| ___ MUP 526 | ADVANCED COLLABORATIVE PIANO LITERATURE I | 2 |
| ___ MUP 527 | ADVANCED COLLABORATIVE PIANO LITERATURE II | 2 |
| ___ MUP 529 | PIANO PEDAGOGY | 3 |
| ___ MUP 601 | SEMINAR IN COLLABORATIVE PIANO I | 1 |
| ___ MUP 602 | SEMINAR IN COLLABORATIVE PIANO II | 1 |
| ___ MUP 603 | COLLABORATIVE PIANO: PRACTICUM (4 semesters-2 credits) | 8* |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL | 0 |
| ___ MUR 601 | COMPREHENSIVE EXAM | 0 |
| ___ MUS 511 | SMALL ENSEMBLE (3 semesters-1 credit) | 3 |
| ___ MUP 605 | SEMINAR IN SOLO PIANO | 1 |
| ___ MUG, MUH, MUT 500+ | MUSIC ACADEMIC ELECTIVE | 3** |
| | | **TOTAL CREDITS 36** |

Instrumental Collaborative Piano students are required to participate in 2 juries during their degree program.

* M.M. students: Five documented hours per week. Candidates will complete two semesters of string practicum and one each of woodwinds and brass/percussion in no predetermined order.

Assignments will include participation in lessons, master classes and studio class as assigned by teacher.

**Music Academic Electives may be selected from the following courses: MUG 580 Music Entrepreneurship, MUH 530 Bibliography and Research Skills, MUH 562, 563, 566, 568 Seminars in Music History (various topics) and MUT 570 Analytical Techniques of Music.

# MASTER OF MUSIC IN COMPOSITION (M.M.)

This is a two-year program of study at the post-baccalaureate level for students of music composition. Students will pursue advanced studies in composition through private study and will complement this study with graduate-level course work in music theory, music history and other music electives. The Master of Music degree in Composition is designed to train and provide the graduate student with the tools needed to attain professional competence and specialization in the area of composition and to continue graduate studies at the doctoral level.

**M.M. Degree in Composition Completion Requirements**

1. Complete the degree in four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA.
3. Complete 36 credits of music courses, including four semesters of applied music-composition study (16 credits), four academic music courses (12 credits), four semesters of Performance Forum (0 credit), music electives (8 credits), a full recital of original compositions and pass a comprehensive exam (0 credit) given near the conclusion of degree study.
4. Pass proficiency exams in music history and music theory.

## M.M. IN COMPOSITION

| | | |
|---|---|---|
| ___ MUS 501 | APPLIED INSTRUMENT: MM (4 semesters-4 credits) | 16 |
| ___ MUG 580 | MUSIC ENTREPRENEURSHIP | 3 |
| ___ MUH 530 | BIBLIOGRAPHY AND RESEARCH SKILLS | 3 |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL | 0 |
| ___ MUR 601 | COMPREHENSIVE EXAM | 0 |
| ___ MUH 500+ | MUSIC HISTORY ELECTIVE | 3 |
| ___ MUT 570 | ANALYTICAL TECHNIQUES OF MUSIC | 3 |
| ___ MU- 500+ | GRADUATE MUSIC ELECTIVES | 8 |
| | **TOTAL CREDITS 36** | |

# GRADUATE CERTIFICATE PROGRAM

## PROFESSIONAL PERFORMANCE CERTIFICATE (PPC)

This is a two-year program of study at the post-baccalaureate level for students of piano, instrumental collaborative piano, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, bass trombone, tuba, percussion, or chamber music, with primary focus on advanced performance and the preparation of students for the professional world. The requirements for completion of this program include intensive applied study with specific performance requirements encompassing recitals, concerti, orchestral excerpts and chamber music and four semesters of Performance Forum (0 credits). 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 degree or an approved equivalent course of study and who pass an entrance audition on their major instrument.

| **FOR STRINGS, WINDS, BRASS & PERCUSSION** | | **24 CREDITS** |
|---|---|---|
| ___ MUS 601 | APPLIED INSTRUMENT: PPC (4 semesters-4 credits) | 16 |
| ___ MUS 521 | LARGE ENSEMBLE (4 semesters-1 credit) | 4 |
| ___ MUS 525 | ORCHESTRAL REPERTOIRE (Winds, Brass & Percussion) (4 semesters-0 credit) | 0 |
| ___ MUS 511 | SMALL ENSEMBLE (4 semesters-1 credit) | 4 |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL | 0 |

| **FOR PIANISTS** | | **20 CREDITS** |
|---|---|---|
| ___ MUS 601 | APPLIED INSTRUMENT: PPC (4 semesters-4 credits) | 16 |
| ___ MUS 511 | SMALL ENSEMBLE (4 semesters-1 credit) | 4 |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL | 0 |

| **FOR CHAMBER MUSIC** | | **20 CREDITS** |
|---|---|---|
| ___ MUS 601 | APPLIED INSTRUMENT: PPC (4 semesters-4 credits) | 16 |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL (2 recitals: 1 full, 1 lecture/recital) | 0 |
| ___ MUR 521 | LARGE ENSEMBLE (Strings, winds, brass & percussion only; 4 semesters-1 credit) | 4 |
| ___ MUP 604 | PIANO PRACTICUM (Pianists only; 4 semesters-1 credit) | 4 |

| **FOR INSTRUMENTAL COLLABORATIVE PIANISTS** | | **26 CREDITS** |
|---|---|---|
| ___ MUS 601 | APPLIED INSTRUMENT: PPC (4 semesters-3 credits) | 12 |
| ___ MUP 601 | SEMINAR IN COLLABORATIVE PIANO I | 1 |
| ___ MUP 602 | SEMINAR IN COLLABORATIVE PIANO II | 1 |
| ___ MUP 603 | COLLABORATIVE PIANO: PRACTICUM (4 semesters-2 credits) | 8 |
| ___ MUR 501 | PERFORMANCE FORUM (4 semesters-0 credit) | 0 |
| ___ MUR 600 | GRADUATE RECITAL (2 collaborative recitals) | 0 |
| ___ MUS 511 | SMALL ENSEMBLE (3 semesters-1 credit) | 3 |
| ___ MUS 612 | SEMINAR IN SOLO PIANO | 1 |

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Chapter IX.

# Course Descriptions

**ACC 202 ACCOUNTING FOR DECISION MAKING**

This course applies fundamental accounting principles from both a financial and managerial perspective to the decision-making process within a business organization. From the point of view of external decision-making, students will become familiar with basic investment concepts of analyzing, interpreting and understanding accounting financial statements. From the point of view of internal managerial decision-making, students will become familiar with the application of concepts such as break-even analysis, budgeting and cost predictors, absorption and variable costing as well as capital budgeting.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**ACC 205 FINANCIAL REPORTING AND MANAGEMENT DECISIONS 3 CREDITS**

The study of fundamental accounting principles as applied to financial statement preparation and the accounting concepts and techniques as applied to managerial planning and control of assets.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**AFS 100 FOUNDATIONS OF THE U.S. AIR FORCE**

This course is designed to show the potential Air Force officer what role today's Air Force plays in the defense of our nation, what role they can fill in today's Air Force, and finally what the Air Force offers them both today in AFROTC and later, should they choose the Air Force as a profession after AFROTC.

**Credits:** 1
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AFS 101 FOUNDATIONS OF THE U.S. AIR FORCE**

A continuation of AFS 100.

**Credits:** 1
**Offered:** Spring
**Lab Fee:** AFS 100
**Pre-Reqs**: None

**AFS 200 EVOLUTION OF USAF AIR/SPACE POWER**

This course is designed to examine general aspects of air and space power through a historical perspective. It will cover the time period from the first balloons and dirigibles to the space-age global positioning systems to the Persian Gulf War. Historical examples will be provided to extrapolate the development of Air Force capabilities and missions to demonstrate the evolution of what has become today's U.S. Air Force air and space power.

**Credits:** 1
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AFS 201 EVOLUTION OF USAF AIR/SPACE POWER**

A continuation of AFS 200.

**Credits:** 1
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: AFS 200

**AFS 300 LEADERSHIP AND MANAGEMENT**

This is a survey course designed to give cadets an overview of the subject; it is not a content course. Covered are listening, speaking and writing skills in the peculiar Air Force format. Additionally, students will be expected to comprehend various aspects of Air Force leadership, individual leadership, Air Force officers' duties and responsibilities, as well as how to apply concepts of ethical behavior.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AFS 301 LEADERSHIP AND MANAGEMENT**

A continuation of AFS 300.

**Credits:** 3
**Offered:** Spring

**Lab Fee:** None
**Pre-Reqs**: AFS 300

**AFS 400 NATIONAL SECURITY POLICY**
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.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AFS 401 NATIONAL SECURITY POLICY**
A continuation of AFS 400. Prerequisite AFS 400. Offered: Spring.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: AFS 400

**AVM 102 AVIATION HISTORY**
A survey of the entire spectrum of aviation—its evolution from balloons to supersonic transports and space travel, its contemporary situation and problems, as well as its potential.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 120 PRIMARY FLIGHT THEORY AND TRAINING, SOLO**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** $100
**Pre-Reqs**: None

**AVM 121 PRIMARY FLIGHT THEORY AND TRAINING, PPL**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** $100
**Pre-Reqs**: AVM 120

**AVM 220 INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** $100
**Pre-Reqs**: AVM 121

**AVM 221 INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** $100
**Pre-Reqs**: AVM 220

**AVM 226 AVIATION WEATHER**
A study of atmospheric phenomena, weather principles, forecasting techniques and weather information dissemination as they relate to and impact flight operations.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 230 COMMERCIAL FLIGHT THEORY**
Provides the required flight theory and prepares the student for the FAA written and oral tests for the commercial pilot certificate.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** $100
**Pre-Reqs**: AVM 221, or instrument rating

**AVM 231 COMMERCIAL FLIGHT TRAINING**

Completes the required flight knowledge and skills and prepares the student for the FAA flight test leading to the commercial pilot certificate.

**Credits:** 1
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: AVM 230, or instrument rating

**AVM 250 AVIATION SAFETY AND HUMAN FACTORS**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 310 FLIGHT INSTRUCTION METHODS AND PROCEDURES**

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.

**Credits:** 4
**Offered:** As Needed
**Lab Fee:** $30
**Pre-Reqs**: None

**AVM 346 FIXED-BASE OPERATIONS MANAGEMENT**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 347 AVIATION OPERATIONS MANAGEMENT**

This course is an analysis of the application of contemporary management techniques of the three pillars of the aviation industry: airlines, airports and fixed base operations. 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. Offered: Fall.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 397 INDEPENDENT STUDY**

**Credits:** 1-9
**Offered:**
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 431 GLOBAL AVIATION REGULATIONS & LAW**

A study of the evolution of aviation regulation and law from a global perspective. Included are certain sections of current Federal Aviation Regulations (FARs), International Civil Aviation Organization (ICAO) regulations, landmark court cases that have significantly impacted air travel, and various conventions and agreements by which domestic and international air transportation is governed.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 441 AIRLINE AND AIRPORT OPERATIONS MANAGEMENT**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 471 AIRLINE EMERGENCY CABIN TRAINING**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Enrollment in the aviation program or approval of the department head

**AVM 472 B-727 PILOT FAMILIARIZATION**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: AVM 471

**AVM 473 B-727 PILOT SIMULATOR FAMILIARIZATION**

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 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 10 hours will be support duties from the first officer position, or as an observer. In addition, each four-hour simulator session will include a one-hour briefing and a one-hour debriefing.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: AVM 472

**AVM 474 B-737 PILOT FAMILIARIZATION**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 475 B-737 PILOT SIMULATOR FAMILIARIZATION**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: AVM 474

**AVM 476 B-747 PILOT FAMILIARIZATION**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 477 AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** A lab fee is required
**Pre-Reqs**: FAA Commercial License and 1500 flying hours

**AVM 481 AVIATION SEMINAR**

A series of discussions and an analysis of contemporary management problems in aviation. Individual student research and reports are required.

**Credits:** 1-9

**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Permission of advisor/dean

**AVM 482 AIR TRAFFIC BASICS**
Every day, thousands of Air Traffic Controllers across the country work tirelessly to ensure the safe flow of traffic throughout the National Airspace System. This course is designed to expose students to this dynamic and rewarding career path while simultaneously helping students prepare for any of the other wide ranging technical fields in the aviation industry. Upon completion of the course, students will be prepared to take the AT-SAT air traffic control entrance exam. The test is administered at various times throughout the year by the FAA. The review of aeronautical topics also is an excellent primer for students wishing to be flight instructors or professional pilots.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**AVM 483 AVIATION TECHNOLOGIES**
This course is an analysis of the application of various technologies in the aerospace industry. Students will explore the application of technology in aircraft, planning, scheduling, dispatching, avionics, ATC aerodynamics and navigation systems. An understanding of multiple applications of technologies and the advantages of combining various technological advantages in varying segments of the aerospace industry and these effects on the efficiency of the industry is the ultimate goal of this course.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 125 INTRODUCTION TO SPORTS MANAGEMENT**
A survey of the history, management, organizational structure and future direction of the sports industries.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 180 PRINCIPLES OF ECONOMICS**
Introduces the basic micro- and macroeconomic concepts, tools, methods and applications. The microeconomic theories of the consumer and firm serve as foundations for discussing the macroeconomic outcomes of national product, employment and inflation. The policy implications for economic stability, growth and social welfare are analyzed.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 210 ENTREPRENEURSHIP AND INNOVATION**
To provide practical tools to assess today's economy and business climate for opportunities to invent, launch and manage a successful entrepreneurial business enterprise that also aligns with the student's unique talents, strengths and passions.
**Credits:** 3
**Offered:** Fall , Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 255 FUNDAMENTALS OF E-BUSINESS**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 270 PRINCIPLES OF MANAGEMENT AND LEADERSHIP**
Introduction to the basic concepts of organizational management. This course offers a start on the managerial "tool kit" required for effective performance in this profession. Emphasis is on analysis of managerial functions and organizational behavior factors that influence effective management.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 280 GLOBAL MANAGEMENT**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 308 CORPORATE ENTREPRENEURSHIP**
This course addresses the emerging practice of corporate entrepreneurship, also called intrapreneurship. In this course, we will look at companies that successfully practice intrapreneurship; relate intrapreneurship to other functions such as corporate venturing, new product development, research and development, and career development; and provide an intrapreneurial toolset.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 311 FINANCIAL MANAGEMENT**
The theories, practices, procedures, and problems involved in modern corporate financial management; financial analysis common to investment and business financial management decisions with special attention to capital budgeting, working capital management, and the analysis of corporate equity and debt securities.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: ACC 205

**BUS 317 SPORTS LAW AND RISK MANAGEMENT**
An examination of the legal aspects of amateur and professional sports, including contracts, sports agency, torts, risk management, discrimination, disability law and intellectual property.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 321 INVESTMENT THEORY**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: BUS 311

**BUS 322 BUSINESS ANALYTICS USING EXCEL MODELING**
This course provides undergraduate business students with fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will apply business analytical tools in a spreadsheet environment, interpret results, and communicate these findings effectively to help make sound business and economic decisions. Students will gain a thorough understanding of probability distributions, sampling hypothesis testing, regression analysis, statistical methods for quality control, and forecasting, Students will also synthesize and analyze data sets to gain a richer understanding of the way Big Data affects sound business decisions.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: DQR 200

**BUS 324 PORTFOLIO MANAGEMENT**
This course surveys the unique opportunities and challenges faced by firms and individuals in an investment environment. Through text, lecture, case analysis, selected readings, and in-class activities, students will be exposed to the diversity and complexity of the investment environment and how it affects them as workers, consumers, citizens, and future managers and investors.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 311

**BUS 350 HUMAN RESOURCE MANAGEMENT**
This course is a comprehensive study of the practices of modern manpower management. Areas of concentration include employee recruitment, placement & development, performance appraisal techniques, comprehensive systems, employee benefits design, and training program design & evolution.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: BUS 270

**BUS 370 BUSINESS – SPECIAL TOPICS**
A course that will explore different areas of business. Topics may include specific industries, organizational behavior, legal aspects, finance, management strategies and e-commerce. Can be repeated for credit as topics change.

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 372 THE LEGAL ENVIRONMENT OF BUSINESS**
This course addresses the legal and ethical assumptions of laws and administrative rules and procedures that affect the management process.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 270

**BUS 375 CREATIVITY AND INNOVATION**
This course will review state-of-the art theoretical and applied models of creativity and innovation as they apply to a) individuals, b) groups, c) organizations, and d) historical periods and cultures. This course will explore various perspectives to ground our understanding of creativity and innovation. Using case studies and other examples, we will view the creative process and its complexity, especially as it fuels innovation. Additionally, in-class exercises will provide students with insight to their own creative style and blocks. Lastly, we will discuss the challenges and rewards of innovation in a changing society.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 395 GLOBAL FINANCIAL MARKETS**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 280 and BUS 311 or permission of instructor

**BUS 397 INDEPENDENT STUDY**
Independent research projects or other approved phases of research or independent study.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Permission of the college dean

**BUS 400 ENTREPRENEURIAL FINANCE**
Prior to starting a new venture it is imperative that you know what it will cost, when it could become profitable, and where the necessary funding may be obtained. This course provides explanations and means to forecast and calculate revenues, start-up expenses, working capital and reserve requirements. It then goes into sources of funding, how to apply for that funding, and how to build a sound argument to attract the funds.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 311

**BUS 401 CURRENT ISSUES IN SPORTS MANAGEMENT**
The sports business industry is constantly changing due to new avenues for its expansion and management. This course selects current issues that are not otherwise covered and engages students in recent developments and future research in the sports industry.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 408 POLITICAL AND CULTURAL DIMENSIONS OF GLOBAL MARKETS**
The importance of cross cultural literacy for managerial decision making in international setting are discussed. Business issues in cross-cultural uncontrollable environmental settings are analyzed. The implications for running a successful and growing international business are presented.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 414 SPORTS GOVERNANCE**
An advanced exploration of management and operation of professional, intercollegiate and Olympic sports, including ownership, franchising, governance, broadcasting, labor/management relations, licensing and sponsorship.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 425 OPERATIONS MANAGEMENT AND BUSINESS PROCESS MODELING WITH EXCEL**

This course provides an overview of the functions and activities necessary for the creation and distribution of goods and services. It provides a survey and analysis of the quantitative tools and techniques used to make strategic and tactical decisions to increase productivity and drive down costs in all sectors. In addition, the course covers business modeling and analysis using Excel to drive competitive advantage. Topics include linear programming, forecasting, decision analysis, quality control, inventory management, JIT, predictive analytics, regression analysis, and data modeling. A strong emphasis is placed on using Excel to build analytical and decision-making skills.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: BUS 322

**BUS 433 WILLS, TRUSTS AND FAMILY CORPORATE STRUCTURES**

This course will be divided into two parts, wills and trusts; followed **by** corporate structures and succession planning. Part one will combine wills, trusts, future interests, and community property with methods of family wealth transfer in both community property and non-community property. The second part will cover family partnerships, limited liability entities and closely held corporations. The special problems of closely-held corporations, the fiduciary obligations of family members, and certain special topics such corporate family governance and succession transfer.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 311 and BUS 372 or permission of instructor

**BUS 434 COMMODITY, OPTION, FUTURES (DERIVATIVES) AND FIXED INCOME STRATEGIES**

This course will be divided into two parts, options, futures and derivatives; and fixed income strategies. Part one will combine options, futures, and derivatives, how these are used to reduce risk as well as maximize revenues. The second part will cover fixed income strategies; fixed income will include bonds (local and global bond markets), dividend paying equities, preferred stocks and structured investments. Special attention will be paid to the use of fixed income to transfer wealth and maintain wealth structures in family owned organizations.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 311 and BUS 372 or permission of instructor

**BUS 440 GLOBAL OPERATIONS STRATEGY**

This course is an introduction to supply chain management in the global marketplace. Emphasis will be placed on the importance of understanding and appreciating host country legal, cultural and technological environments. The emphasis is on current influences, practices and standards for structural and infrastructural decision making across national boundaries. It explores complexity of managing geographically dispersed operations with relationships among multiple entities.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 458 ENTREPRENEURSHIP IN PRACTICE**

A study of accepted explanations of entrepreneurial success, contrast them with cases from current business experiences, and provide a framework in which students can expand their understanding of risks, rewards, and the theory and practice of developing, introducing, and leading innovative practices.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 460 BUSINESS STRATEGY**

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.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: Senior business majors only

**BUS 475 MERGERS, ACQUISITIONS AND INTEGRATION**

The primary mission of this course is to survey the process of mergers and acquisitions ("M&A"), develop skills in the design and evaluation of these transactions, and expose students to the key tactical issues typically confronted in M&A transactions. A significant emphasis in this course will be developing an approach in which the high failure rate that M&A's typically experience can be understood and, hopefully, mitigated.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**BUS 482 SPORTS SEMINAR**

A course in which students will demonstrate mastery of the various management areas in the sports industries by creating a business plan for a unique sporting event/tournament of their own, incorporating marketing strategies, legal issues, budgeting, and staffing challenges.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None

**Pre-Reqs**: None

**BUS 498 BUSINESS INTERNSHIP I**

Includes 50 hours per credit of field work. This is an opportunity for business students to gain on-the-job experience through an internship placement.

**Credits:** 1-9
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval

**BUS 499 BUSINESS INTERNSHIPS II**

Includes 50 hours per credit of field work. This is an opportunity for business students to gain on-the-job experience through an internship placement.

**Credits:** 1-9
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval

**CAS 499 ARTS & SCIENCES INTERNSHIP**

This internship course is designed for students to gain practical experience in a position related to their major course of study. The course's academic component is addressed through an on-line learning environment in which students will interact with those pursuing other internships. Thus, experiential learning is the foundational pedagogy/methodology of the course.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: permission of the College of Arts and Sciences Internship Coordinator, a GPA of 2.5 and/or approval of the Dean of the College of Arts and Sciences.

**CJA 540 TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING**

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.

**Credits:** 3
**Offered:** Fall I
**Lab Fee:** None
**Pre-Reqs**: None

**CJA 608 ETHICS IN THE ADMINISTRATION OF JUSTICE**

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.

**Credits:** 3
**Offered:** Fall II
**Lab Fee:** None
**Pre-Reqs**: None

**CJA 636 SEMINAR IN CIVIL RIGHTS AND CIVIL LIBERTIES**

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.

**Credits:** 3
**Offered:** Spring I
**Lab Fee:** None
**Pre-Reqs**: None

**CJA 656 CONFLICT RESOLUTION IN THE ADMINISTRATION OF CRIMINAL JUSTICE**

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.

**Credits:** 3
**Offered:** Spring II
**Lab Fee:** None
**Pre-Reqs**: None

**CJA 657 CRIMINAL JUSTICE ADMINISTRATION AND THE COMMUNITY**

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.

**Credits:** 3
**Offered:** Summer I

**Lab Fee:** None
**Pre-Reqs**: None

**CJA 659 GLOBAL PERSPECTIVES IN CRIMINAL JUSTICE**
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.
**Credits:** 3
**Offered:** Summer II
**Lab Fee:** None
**Pre-Reqs**: None

**CJA 661 YOUTH AND DELINQUENCY**
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.
**Credits:** 3
**Offered:** Fall I
**Lab Fee:** None
**Pre-Reqs**: None

**CJA 665 GRADUATE PROJECT IN CRIMINAL JUSTICE ADMINISTRATION**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CMS 200 COMPUTER APPLICATIONS**
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.
**Credits:** 3
**Offered:** Fall, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**CMS 350 SPREADSHEET DESIGN AND APPLICATION**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**COM 103 ACTING I**
Acting I introduces students to the basic techniques of acting such as script analysis, character development, objectives, actions, obstacles and subtext. Students perform scenes and monologues.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 106 INTERNET MEDIA**
This course analyzes key issues, differences and similarities among media services that rely on the Internet as a delivery system. Students study Internet media program sources, content and audiences, as well as participants' activities and content in social media. Content analysis provides insight into the evolution of media systems.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 108 MEDIA LITERACY**
An introductory course that examines multiple components of the media paradigm, including the operation of contemporary and developing media, the role of advertising, the effect of society's communication needs and emerging technology on the evolutionary nature of media, the development of content, operation of media-related equipment and an analysis of how individuals can function as knowledgeable media consumers to accurately interpret content.
**Credits:** 3
**Offered:** Fall and Spring

**Lab Fee:** None
**Pre-Reqs:** None

**COM 110 JOURNALISM I**
A survey of past, present and future journalistic practices, with an emphasis on professional standards, ethics and the growing role of social media.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 115 INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS**
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, branding, media planning and social media strategy.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 116 PUBLIC RELATIONS PLANNING AND STRATEGY**
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. PR programs explored include organizational PR, social media, reputation management and viral marketing. Students create a PR campaign for a contemporary organization.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 125 INTERPERSONAL COMMUNICATION**
This course examines the nature of the communication process as it occurs in the "one-on-one" (dyadic) context including areas such as the formation of self-concept, conflict management, small group strategies and workplace communication in both non-mediated and mediated environments.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 130 FILM APPRECIATION**
Study of cinema as an art form, a craft and a major commercial industry. Students study the language and grammar of cinema, narrative structure, stylistic techniques and the basics of film criticism.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 140 AUDIO PRODUCTION**
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.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 145 TELEVISION PRODUCTION**
An introductory course exploring the methods and equipment for television production, including lighting, audio, camera, video switching, control room operation, set design and on-air performance. Projects include producing commercials, newscasts and other programming.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 150 FILM PRODUCTION**
This course is an introduction to the basic principles and techniques of motion picture production. Students produce short film projects based on the fundamentals of storytelling and creative visualization/shot selection: lens, angle, composition, camera movement, editing and sound.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 202 COMMUNICATION STRATEGIES AND PERFORMANCE**
A practical study in effective oral communication across a variety of media and delivery platforms, including live presentations in front of an audience and delivered via the Internet, as well as prerecorded and edited presentations.
**Credits:** 3

**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 203 ACTING II**
This intermediate course offers 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.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** COM 103

**COM 214 JOURNALISM II**
This course focuses on how a 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). There is an emphasis on how to tailor story forms appropriate for a variety of media and delivery systems including, broadcast media, newspapers, the web and small (mobile) and large screens.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** COM 110

**COM 215 WRITING FOR PERFORMANCE**
Techniques and art of storytelling as it applies to radio, film, television and personal documentary. Students study the foundations for each form and create original work in film, television sitcoms and stage performance.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 227 VIDEOGRAPHY**
A course designed to acquaint students with the basic elements of pre-visualization and videography techniques that are applied in a variety of production platforms. The course emphasizes creative storytelling through image composition, camera movement, editing, sound, lighting and on-air performance.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 231 POLITICAL CAMPAIGNS AND THE NEW MEDIA**
This course introduces students to the range of communication practices in contemporary political campaigns. The course integrates political communication theory with practical applications using emergent media technologies.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 244 DEVELOPMENT OF TECHNOLOGY IN COMMUNICATION**
This course explores breakthrough technologies in the communication and media mix across multiple eras. Students study how those technologies were developed, the forces that shaped their development and how the technologies evolved to accommodate communication service needs. Although not a hands-on or laboratory course, group assignments include construction of early and contemporary communication systems based on technology advances. Students develop models of future communication technologies.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 254 MEDIA AESTHETICS**
A study of aesthetics and styles of production and distribution techniques in traditional and emerging media, incorporating film, video, television, motion picture, radio, and the Internet. Methods include the major elements of light, color, space, time, motion and sound, and their use.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 255 FILM AND VIDEO EDITING**
Instruction in the theories and applications of non-linear video editing. Students study professional techniques of video editors on the latest cutting edge software while exploring the art of storytelling through a variety of methods and styles. Topics include narrative film-style editing, documentary and news editing, and montage-style cutting used in music videos and commercials. A hands-on laboratory course.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40

**Pre-Reqs:** None

**COM 299 TOPICS IN COMMUNICATION**

A variable content course that deals with topics in communication, media and design. This course may be taken no more than 3 times.

**Credits:** 1-3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 302 PRESENTATIONAL COMMUNICATION & TECHNOLOGY**

Students engage in high-level oral communication experiences, integrating emerging technologies, through traditional multimedia and virtual presentations. Students explore various methods of communication through traditional in-class informative presentations, multimedia persuasive presentations and virtual presentations.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 303 ACTING III**

This advanced course offers the acting student experience in scene analysis and the techniques of acting in the performance of the classics of theater for the stage or film. The styles of classic Greek, Shakespearean and Restoration drama are emphasized, along with the script analysis necessary for the specific genre. Students prepare and audition classical monologues.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** COM 203

**COM 304 INVESTIGATIVE JOURNALISM**

This course examines 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. Ethical and legal responsibilities in investigative journalism are analyzed, along with the use of hidden cameras, audio intercepts, libel and defamation, misrepresentation, "ambush" interviews and entrapment. Students investigate and produce enterprise reports.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** COM 110

**COM 305 IMPACT OF DEVELOPING MEDIA ON SOCIETY**

This course examines the role that developing media – from the adoption of the printing press through today's social media – played in influencing society's constituents, including individuals, groups, institutions, political parties, government and small and multi-national businesses. Students also explore developing media's impact on a broad range of social issues. Where appropriate, students study primary source materials drawn from contemporary research in the social sciences.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 307 ADVANCED FILM AND VIDEO PRODUCTION**

An advanced film and video production course focused on the creative and technical components of directing/shot selection, cinematography, casting and editing for a five-to-ten-minute film or video.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** COM 150, COM 255 and COM 315

**COM 310 APPLIED MEDIA**

This is a workshop course with an emphasis on planning, production and distribution of online and print news media. Students produce and publish Lynn University's *iPulse*, television and radio news programming and related advertising content. Course may only be taken once for academic credit.

**Credits:** 3
**Offered:** Fall, Spring and Summer
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 313 THEATRICAL DESIGN AND PRODUCTION**

This course covers the principles and techniques of technical theater production. Students study and use the equipment of the scenery shop, construct sets, operate sound and lighting equipment and run a show. This course also satisfies a DQR 300 requirement by examining logistics of producing live entertainment. Students participate in research projects for the college production season.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 314 ADVANCED MULTIMEDIA JOURNALISM**
This advanced workshop course emphasizes the planning, production and distribution of online, print and broadcast news media. Students produce and publish Lynn University's student newspaper, the *iPulse,* and broadcast news reports. Course may be taken twice.
**Credits:** 3
**Offered:** Fall, Spring and Summer
**Lab Fee:** $40
**Pre-Reqs:** COM 310

**COM 315 WRITING FOR FILM AND TELEVISION**
Art and craft of screenwriting for narrative film, long and short form television or situation comedies. Students study character development, scene writing and story structure. One course project is a screenplay in a professional format that can be produced in COM 307.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** COM 215

**COM 320 INTERNATIONAL MEDIA**
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 peoples.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 323 HISTORY OF THE THEATER**
This course surveys the major periods of theater history from the origins of dramatic expression to contemporary drama. Plays are examined within their historical, social and cultural contexts. The course focuses on key figures—playwrights, actors, directors—as well as the history of the methods of dramatic production. Course work consists of selected readings, video clips, group research, discussions and creative projects.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 330 ORGANIZATIONAL COMMUNICATION**
A study of communication within an organization as well as communicating with clients, competitors and regulatory agencies. Principles of communication in groups, effective leadership and empowerment as they apply to media organizations are addressed.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 335 FILM HISTORY**
Study of the motion picture industry before and after the decline of the studio system, the rise of European art cinema and independent film production, and their ongoing interaction with emergent technologies from television, to VHS, digital media, Computer Generated Imagery (CGI), and the Internet.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 336 HISTORY OF RADIO, TELEVISION, INTERNET MEDIA**
This course examines the history of radio, television and Internet media through their development, evolution, operation, economics, programming and internal/external regulation.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 341 PERSUASION AND PROPAGANDA**
This course provides an analysis of the forces that shape public opinion and spread ideas, drawing from theories of persuasion and argumentation in various contexts and across all media and platforms from non-mediated interpersonal communication to social and emerging media. Students study the role of persuasion and propaganda in politics, advocacy, advertising and public relations, interpersonal communication and the construction of media messages.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 342 ADVERTISING MANAGEMENT**
This course addresses fundamental business concepts particular to the advertising design industry, including creative development and practices. It involves reading and discussion about advertising, public relations, planning, strategy, pricing, management and employment.
Offered: Fall and Spring
**Credits:** 3

**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 350 COMMUNICATION LAW AND ETHICS**
This course explores the legal and ethical aspects of communication and media practices, including libel law, advertising law, invasion of privacy, copyright and trademark law, First Amendment aspects, the Freedom of Information Act and broadcast regulation.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 360 COMMUNICATION THEORIES**
This course examines the processes of communication and communication theory construction, including a survey of social scientific and critical paradigms in major theories of communication.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 363 DRAMA PRACTICUM**
Students participate in a theatrical production through acting, set, costume, lighting and sound design. This course may be repeated twice.
**Credits:** 1
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 370 PROGRAMMING STRATEGIES FOR RADIO, TELEVISION AND INTERNET MEDIA**
Categories and sources for selecting materials used in radio, television, cable and the Internet to attract, build and sustain the audience.
**Credits:** 3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 373 VOICE AND MOVEMENT**
This course is a practical study of vocal production and articulation as well as movement and relaxation methods that pertain to performing as an actor, broadcaster or public speaker. Through the collection and analysis of scientific data, students examine articulation habits and tensions that interfere with free expression, develop a personal vocal and physical technique, demonstrate vocal support, clear diction, physical strength and flexibility, move and speak with a greater sense of awareness, balance, control and coordination.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 375 ADVERTISING, PUBLIC RELATIONS AND SOCIETY**
This course examines history, organization and the role of advertising, public relations and social media in American society. Advertising and public relations media such as websites, social networking sites, television, newspapers, magazines, cable and radio are explored. Students create an advertising campaign for a contemporary organization and consider the influence it might have on society.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 383 RADIO AND VOICE-OVER PERFORMANCE**
Students study the narrative, dramatic and lyric modes of interpreting and delivering published material such as poetry, story excerpts and other creative and expository genres. There is an emphasis on professional commercial and voice-over techniques for radio and television.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 390 PHOTOJOURNALISM**
This course studies pictorial narrative and the process of capturing the critical visual experience. Concentrates on developing the photo essay through digital technology.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 399 ISSUES IN COMMUNICATION**
A variable topic seminar dealing with research and issues in communication. This course may be taken no more than three times.
**Credits:** 1-9

**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 403 DIRECTING THE ACTOR**
Directing the Actor covers the techniques of theater and film directing. Students study how to analyze scripts, develop a directorial concept, stage a scene, create a rehearsal process and schedule and talk to actors. Students produce a short play and short film.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 410 FILM THEORY**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** COM 130

**COM 413 PERFORMANCE FOR THE CAMERA**
Emphasis is placed on truthful acting within the medium of the camera. Students study both the practical and artistic issues involved in acting for the camera, such as continuity problems, hitting the mark, toning down the projection and displacing scenic reality. Discussions include the operation of television and film-related equipment, terminology and protocols. Students participate in live recording of selected scenes.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 414 DOCUMENTARY PRODUCTION**
A course that introduces students to the art of nonfiction film and video and allows them to put that knowledge to practice in the production of an original documentary short. Students study documentary production from script to screen, including conceptualization, the art of the interview, hands-on camerawork in reality settings and post-production. Lectures, film study and video production/editing work.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** COM 255 and one of the following: COM 145 or COM 150 or COM 227

**COM 421 COMMUNICATION AND SOCIAL CHANGE**
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.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 430 INTERNATIONAL FILM**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 436 GENDER COMMUNICATION**
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.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**COM 440 PUBLIC RELATIONS PRACTICES**
This course defines and conceptualizes the history, ethics and techniques for molding and cultivating favorable public opinion through print and electronic mass media. Relationships among publicity, public relations and social media are explored.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** COM 115

**COM 444 STRATEGIES IN NEW MEDIA USE**

This course focuses on how emerging and new media can be used to serve the goals and objectives of the full range of society's institutions, federal and local governments, businesses, professions, disciplines, interest groups and others within society. Using insights from earlier media, students develop strategies and tactics for emerging and new media use.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 450 PROJECTS IN RADIO-TV-FILM PRODUCTION**

An experiential learning course. Students complete professional quality radio and video productions.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** COM 307 or COM 414 and 75 credits completed

**COM 451 INTERCULTURAL COMMUNICATION**

A study of the influence of culture on communication, this course examines worldwide perception and symbols as the basic units of culture and contact, and interaction and behavior as the basic units of communication. The course also offers a professional practicum in research, counseling management and education for the management of productive intercultural relationships and functional intercultural systems.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**COM 465 FILM AND VIDEO PRACTICUM**

Students develop, write, produce and edit films and/or television programs.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** COM 315 & COM 307

**COM 475 SENIOR COMMUNICATION CAPSTONE**

This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 476 ADVERTISING AND PUBLIC RELATIONS CAPSTONE**

This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 477 COMMUNICATION AND EMERGING MEDIA CAPSTONE**

This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 478 DRAMA CAPSTONE**

This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 480 COMMUNICATION INTERNSHIP**

Practical work experience in a communication- or media-related company. Instructor and sponsor oversee and evaluate student work.

**Credits:** 1-6
**Offered:** Fall, Spring and Summer
**Lab Fee:** None
**Pre-Reqs:** Permission of college internship coordinator and/or college approval, 2.5 or higher GPA and senior standing.

**COM 482 MULTIMEDIA DESIGN CAPSTONE**
This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 483 MULTIMEDIA JOURNALISM CAPSTONE**
This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 484 FILM AND TELEVISION CAPSTONE**
This capstone course enables students to apply theoretical and practical knowledge to develop a research paper, a video or other creative/dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**COM 492 STRATEGIES IN ADVERTISING RESEARCH**
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.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** COM 115 & GVC 350

**COM 498 INDEPENDENT STUDY IN COMMUNICATION AND MEDIA**
Opportunity for students to study areas of special interest in communication and media. Student registration dependent on approval of a written course proposal.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** Permission of college dean

**COM 500 THEORIES IN COMMUNICATION AND MEDIA**
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.
**Credits:** 3
**Offered:** Fall I
**Lab Fee:** None
**Pre-Reqs:** None

**COM 505 HISTORY OF COMMUNICATION AND MEDIA**
An examination of the historical development and cross-media influence with a focus on the creation, adoption and evolution of newspapers, books, magazines, radio, film, television, cable media and the Internet.
**Credits:** 3
**Offered:** Fall I
**Lab Fee:** None
**Pre-Reqs:** None

**COM 510 COMMUNICATION AND MEDIA TECHNOLOGIES**
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.
**Credits:** 3
**Offered:** Fall II
**Lab Fee:** None
**Pre-Reqs:** None

**COM 515 MEDIA LAW AND REGULATION**
Examines the development and impact of media communication law, including the international and domestic regulation of the electronic media.
**Credits:** 3
**Offered:** Spring II
**Lab Fee:** None
**Pre-Reqs:** None

**COM 520 RESEARCH METHODS FOR COMMUNICATION AND MEDIA**

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.

**Credits:** 3
**Offered:** Fall II
**Lab Fee:** None
**Pre-Reqs:** None

**COM 525 INTERNATIONAL MEDIA**

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.

**Credits:** 3
**Offered:** Summer II
**Lab Fee:** None
**Pre-Reqs:** None

**COM 540 TOPICS IN COMMUNICATION AND MEDIA I**

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.

**Credits:** 3
**Offered:** Summer I
**Lab Fee:** None
**Pre-Reqs:** None

**COM 545 TOPICS IN COMMUNICATION AND MEDIA II**

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.

**Credits:** 3
**Offered:** Summer II
**Lab Fee:** None
**Pre-Reqs:** None

**COM 550 MEDIA AND CULTURE**

This course offers an overview of media research on cultural differences relating to domestic and international concerns. Theories and research pertaining to international media and multicultural communication are reviewed.

**Credits:** 3
**Offered:** Spring I
**Lab Fee:** None
**Pre-Reqs:** None

**COM 555 MEDIA, PUBLICS AND SOCIAL CHANGE**

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.

**Credits:** 3
**Offered:** Spring I
**Lab Fee:** None
**Pre-Reqs:** None

**COM 570 VISUAL COMMUNICATION PRACTICE**

A study of visual design to convey messages used in promotional materials, advertising and social media content. The course focuses on visual design theories to create and analyze visual images. Students create multi-product advertisements, magazine covers and page layouts for web pages and social media venues.

**Credits:** 3
**Offered:** Spring II
**Lab Fee:** $40
**Pre-Reqs:** None

**COM 575 PROFESSIONAL MEDIA PRESENTATION**

An in-depth study of professional presentational skills including business presentations, interviewing techniques and performance for the camera. This course combines rhetorical theories with practical skills in delivery, audience analysis and crowd manipulation. Particular attention is given to presentations across a variety of media platforms. Students write press releases, engage in press conferences, group presentations and interviews.

**Credits:** 3
**Offered:** Summer I
**Lab Fee:** None
**Pre-Reqs:** None

**COM 590 CREATIVE PROJECT/THESIS SEMINAR I**

Under the guidance of creative project/thesis chair and committee, students prepare a proposal.

**Credits:** 3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**COM 595 CREATIVE PROJECT/THESIS SEMINAR II**

Under the guidance of chair and committee, students complete their creative project/thesis. Consecutive enrollment in this course is required until the creative project/thesis is completed. Credits are conferred upon successful completion/defense of the creative project/thesis.

**Credits:** 1-3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 201 CRIME AND DELINQUENCY**

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.

**Credits:** 1-3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 202 POLICING IN AMERICA**

This course examines the role and function of police in American society today. Historical developments will be examined as well as the operation of police organizations. The course will examine the nature of police work, and the resulting job stress. Students will examine the challenges police face in society including police culture, discretion, corruption, and police/community relations.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 203 CRIMINAL LAW AND PROCEDURE**

A survey of substantive American criminal law and an analysis of the accused's procedural rights.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 302 ISSUES IN CORRECTIONS**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 320 CRIMINOLOGY**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 321 COMPARATIVE POLICE SYSTEMS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 330 THE LAW AND THE COURTS**

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.

**Credits:** 3

**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 400 GENDER, CRIME AND CRIMINAL JUSTICE**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 405 TERRORISM**
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.
**Credits:** 3
**Offered:** Every other Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 420 ETHICS IN CRIMINAL JUSTICE**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 450 RESEARCH IN CRIMINAL JUSTICE**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 490 CRIMINAL JUSTICE INTERNSHIP**
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.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval**.**

**CRJ 495 SPECIAL TOPICS IN CRIMINAL JUSTCE**
**Credits:** 1-9
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 496 VICTIMOLOGY**
This course will explore theories of victimization, the evolution of the victims' rights movement, experiences of victims in the criminal justice system and interactions with other social service agencies, repeat victimization, and successful approaches to working with crime victims.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**CRJ 497 INDEPENDENT STUDY IN CRIMINAL JUSTICE**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**DBR 100 BELIEF AND REASON 100**
Explore concepts of belief and reason by examining major ideas, thinkers and religious traditions, specifically through the themes of Search for Origins, Ethics, and Theories of Knowledge. This involves a thorough examination of the recurring questions that define the relationship between belief and reason. Courses are offered within the American perspective.
**Credits:** 3
**Offered:** Fall and Spring

**Lab Fee:** None
**Pre-Reqs**: None

**DBR 200 BELIEF AND REASON 200**
These courses connect and question concepts of belief and reason from a historical, cross cultural, multidisciplinary and personal perspective, specifically engaging students in the core principles, ideas, people, concepts, and great works centered on global intellectual and religious traditions. Courses are offered within the global perspective and are writing intensive, focusing on writing strategy, academic research and composition.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DBR 300 BELIEF AND REASON 300**
These courses synthesize systems of belief and reason incorporating an understanding of the diversity of human thought, expression, and perspectives. Students demonstrate a critical and reflective understanding of the role of belief and reason as it relates to their own ethical and moral values. Courses require students to evaluate and articulate the role of belief and reason within the various academic focuses across the university.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DBR 400 BELIEF AND REASON 400**
These courses relate various academic disciplines to systems of belief and reason that have a profound effect on human thought, expression, and perspectives. Courses require students to apply systems of belief and reason to specific projects that pertain to real-life dilemmas and issues. Students develop informed judgment of when, where, and how to apply belief and reasoning systems.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DJC 100 DIALOGUE OF JUSTICE AND CIVIC LIFE 100**
Explore the development of civic life, and the struggle for justice from the origin of American government and society to the present day. These courses examine the form and function of many founding documents of the United States, with a literary, historical, and philosophical focus. These courses are from the American perspective and writing intensive, focusing on writing strategy, academic research and composition.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DJC 200 DIALOGUE OF JUSTICE AND CIVIC LIFE 200**
Examine competing theories of justice as they pertain to the diverse members of our global society and prepare students for global citizenship. These courses explore specific global challenges to equality, freedom, and justice. Students assess through critical reflection their own values and responsibilities in terms of civic engagement and citizenship.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DJC 300 DIALOGUE OF JUSTICE AND CIVIC LIFE 300**
These courses require students to explore and integrate competing theories of twenty-first century social justice within various academic disciplines. Students demonstrate, articulate and practice the principles of civil discourse and respect for diverse cultures and perspectives.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DJC 301 CRITICAL THINKING AND WRITING**
This course approaches critical thinking and writing as a reflexive process to enable students to become intentional learners, who develop self-awareness about the reasons for study, adapt and integrate their knowledge to new situations and from different sources, with the ultimate goal of becoming "life-long learners." The course promotes an awareness of historical, cultural, and social contexts and further requires sensitivity to cultural difference. It also requires students to contextualize their own ideas and the ideas of others through rhetorical analysis, logical reasoning, and information literacy. Students will understand and develop clear, effective sentences and logical, organized compositions, as well as how to create and support an arguable thesis. In addition, there is a rhetorical focus on writing as a tool for communication in a variety of media and contexts.
**Credits:** 3
**Offered:** Fall I/Spring II
**Lab Fee:** None
**Pre-Reqs**: College-Level English, ENG 101 or ENG 102

**DJC 400 DIALOGUE OF JUSTICE AND CIVIC LIFE 400**

These courses present the concepts of civic life and justice as impacted by contemporary domestic and international affairs. Courses require students to critically analyze issues of justice within the various academic disciplines. Students apply a conceptual understanding of justice and civil life to complex problems.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DQR 100 QUANTATATIVE REASONING**

These courses emphasize personal financial responsibility. Students will learn, develop, and apply traditional college-level mathematics skills to make sound financial decisions. Everyday life scenarios will enhance student ability to make informed decisions necessary for financial success.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DQR 200 QUANTATATIVE REASONING 200**

These courses present a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, and survey methods. Relevant applications from business, games, sports and current events engage students while underscoring the essential uses of descriptive and inferential statistics.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DQR 300 QUANTATATIVE REASONING 300**

Exploring the use of quantitative data to formulate reasoned arguments and make decisions. These courses require students to solve problems and present alternative solutions to current issues. They will also evaluate and critique research with quantitative information.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DQR 400 QUANTATATIVE REASONING 400**

These courses provide meaningful and practical learning experiences that will prepare students to create logical arguments based on quantitative data. Students use and seek appropriate solutions when data and mathematical models are insufficient to solve a problem in various fields.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DQR 401 PERSONAL FINANCE/STATISTICAL ANALYSIS**

This course explores various topics in quantitative reasoning. It covers various approaches to problem solving, how numbers are used in the "real world", how to manage personal finances, basic concepts in statistics, and how they are applied in everyday settings. Excel spreadsheets and charts are used extensively in this course to graphically illustrate how to display, analyze, and interpret data. Using mathematical models to understand real-world phenomena and to make predictions is an important component of the course.

**Credits:** 3
**Offered:** Spring I/Summer II
**Lab Fee:** None
**Pre-Reqs**: working –knowledge of Microsoft Office Suite or CMS 200

**DSL 100 SCIENTIFIC LITERACY 100**

These courses use a study of the physical environment and the history of science to introduce students to the scientific method. Students explore the relationship between science and technology, the collection and analysis of scientific data, and the ethical issues relating to science.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSL 200 SCIENTIFIC LITERACY 200**

These courses expand understanding of the physical environment, focusing on the relationship between the living and the physical world. The scientific method is used to explore major scientific theories, understand the application of technology in science and define the ethical dimensions of the study of living systems.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSL 300 SCIENTIFIC LITERACY 300**

Students collect and analyze real data in order to understand how science is actually conducted in the context of one or more relevant scientific topics. Critically analyze and evaluate how science drives innovation in the 21st century.

**Credits:** 3

**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSL 301 CONTEMPORARY ISSUES IN SCIENCE**
This course will prepare students for the 21st century by developing the skills and knowledge to understand and interpret scientific information and the impact of science on their lives, the environment, and society. It will educate students in the concept of science, the scientific method, and its practical applications to examining issues that are of relevance and importance both locally and globally.
**Credits:** 3
**Offered:** Fall I/Spring II
**Lab Fee:** None
**Pre-Reqs**: None

**DSL 400 SCIENTIFIC LITERACY 400**
These courses evaluate the role of science in addressing contemporary issues. Students formulate and execute a scientific approach to solving 21st century problems. They will design, execute, and draw conclusions of their own scientific study.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSS 100 DIALOGUE OF SELF AND SOCIETY 100**
Explore the self and how it is influenced by society. Students focus on the importance of the self and the search for identity and purpose, leading toward an awareness of how society is organized and changed. These courses are from the American perspective.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSS 200 DIALOGUE OF SELF AND SOCIETY 200**
Examine society and how it influences the self. These courses will create awareness of the many ways the self is influenced by society and the ways which individuals can affect and change society. These courses are from the global perspective.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSS 300 DIALOGUE OF SELF AND SOCIETY 300**
Students explore and evaluate societal change, societal development and the ways individuals and society connect within various academic disciplines. Courses analyze the dynamics between social forces and the individual.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**DSS 301 PRESENTATIONAL COMMUN & TECHNOLOGY**
Students engage in high-level oral communication experiences, integrating emerging technologies, through traditional multimedia and virtual presentations. Students explore various methods of communication through traditional in-class informative presentations, multimedia persuasive presentations and virtual presentations.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: CMS 200 or Equivalent

**DSS 400 DIALOGUE OF SELF AND SOCIETY 400**
Students evaluate and apply the most significant theories of self and society as they relate to self-knowledge and the construction of the individual. Historical, cross-cultural, and multi-disciplinary perspectives on self and society are examined with various academic disciplines.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**EDL 604 INSTRUCTIONAL LEADERSHIP**
The course examines contemporary issues in instructional leadership focusing on student achievement, evaluation, change and improvement strategies. Emphasis is placed on developing a school culture focused on developing and supporting effective instructional staff, setting the tone, as well as the development/implementation of the instructional plan.
**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 606 DATA DRIVEN DECISION MAKING**

The course provides a broad overview of statistical concepts and procedures commonly used in education. Course participants will learn how to analyze and act on student performance data to improve classroom instruction and student performance. The role of instructional leaders in the development of teacher competencies for data analysis and implementation of instructional strategies and practices based on data and trend analysis will be examined. Strategies will be explored connecting assessment to instructional decisions using a popular statistical data analysis package.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 607 LEADING A LEARNING ORGANIZATION**

The course explores how instructional leaders facilitate an inclusive student-centered learning environment by developing system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 608 CRITICAL ANALYSIS OF LEGAL, ETHICAL, SOCIAL & SAFETY ISSUES**

The course explores how effective school leaders demonstrate personal and professional behaviors consistent with their understanding of ethical, social, legal and safety concerns which impact the quality of education.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 621 HUMAN RESOURCE MANAGEMENT & FACULTY DEVELOPMENT**

The course assists students in understanding the various processes utilized in the selection, retention and development of education staff and administrators. The focus of the course is directed toward recruitment, selection, placement, appraisal and evaluation as well as programs of compensation for personnel. Among topics analyzed are budget, recruitment, supervision, selection and retention, interview formats, placement and induction policies, staff development, motivation, rewards, affirmative action, sexual harassment and collective/collaborative bargaining.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 624 SCHOOL COMMUNICATION, POLICY AND PRACTICE**

The course prepares aspiring school leaders to understand and use the principles of interpersonal, oral and written communication, and follow a professional code of ethics and values in diverse settings. The primary focus is on emerging communication technology, handling crisis communication, legal and management issues, impacting media communication, role of instructional leaders in building parental support, and developing community relations to enhance learning.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 625 SCHOOL FINANCE, BUDGETING & OPERATIONS**

Administrative structure and linkage of educational systems to varying local, state and national constituencies that have legislative and financial impact on institutional renewal and change. Student will analyze federal, state and local education budgets.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 626 CURRICULUM DESIGN, PLANNING & IMPLEMENTATION**

Study of effective principles of curriculum development in schools as related to standards-based instruction and assessment. Attention is given to the educator's role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 628 INSTRUCTIONAL PLAN IMPLEMENTATION**

The course builds upon EDL 604 by exploring and developing how effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, assessments, ultimately meeting the needs of diverse learners.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 635 eLEADERSHIP FOR SCHOOL TECHNOLOGY INTEGRATION**

The course explores the role of technology and its impact on traditional and non-traditional educational systems, the historical perspectives on traditional and non-traditional ways of educating coupled with theories of how one communicates and learns, the range and mix of technology available as instructional tools to enhance learning across culturally diverse groups and environments, and the future directions of technological innovations in educational systems.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 699 ADMINISTRATIVE/EDUCATIONAL LEADERSHIP INTERNSHIP**

A beginning level field experience in which the candidate demonstrates (a) familiarity with a topical and important educational leadership issue at the administrative level (principal, assistant principal, dean, etc.), (b) the ability to design and build a professional portfolio, and (c) apply critical thinking skills in analyzing outcomes, drawing conclusions and making recommendations through the design and implementation of a faculty approved project proposal. Seminars will focus on performance analysis of behavior and ethical decision making in the field, application of theory to practice, and achievement of required program outcomes.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDL 700 ADMINISTRATIVE/EDUCATIONAL LEADERSHIP INTERNSHIP**

This course continues the internship experiences as begun in EDL 699. Candidates develop their electronic Professional Portfolio containing documented evidence of their experience with each of the Florida Principal Leadership Standards (FPLS) and Florida Educational Leadership Exam (FELE) competencies. This documentation and successful completion of the administrative internship will serve as the culminating experience required for graduation.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** EDL 699

**EDU 101 INTRODUCTION TO EDUCATION**

An introduction to the historical, philosophical and sociological foundation of education as well as the legal, social, financial and political environment of schools. The course is designed to introduce the teacher candidate to some of the issues (and the backgrounds of these issues) currently found in education. The course will also help the teacher candidate develop a basis for making decisions about whether teaching is going to be his/her profession of choice. Five hours of field observations required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 160 CHILD DEVELOPMENT, HEALTH, PE, & SAFETY**

This course will focus on the theories and concepts of human growth and development from conception through adolescence. Emphasis will be placed on characteristic stages, language, cognition and intelligence, physical and perceptual development, and social relationships as they relate to the influence of family structure on the child's personality and behavior. Health and safety in elementary schools will also be addressed. Five hours of field observation is required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 210 DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES**

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 teacher candidates 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. Five hours of field observations required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** EDU 101

**EDU 214 ART, MUSIC, AND MOVEMENT**

The development of instructional skills, techniques and strategies for teaching art, music, and movement in the elementary school will be covered. Five hours of field observation is required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 215 CHILDREN'S LITERATURE**

The information presented in this course introduces teacher candidates to a variety of 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 teacher candidates to integrate literature throughout the curriculum and helps them to collect an extensive selection of children's literature for use in their future classrooms. Five hours of field observations required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 315 LITERACY IN THE PRIMARY GRADES**

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. Eight hours of field observations required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 316 LITERACY IN THE INTERMEDIATE GRADES**

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. Teacher candidates 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. Eight hours of field observations required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 317 SCIENCE IN THE ELEMENTARY SCHOOL**

The purpose of this course is to provide meaningful and practical learning experiences that will prepare teacher candidates to create effective science learning environments for elementary school students. Teacher candidates will participate in the same kind of inquiry-based experiences that they will use in their own teaching with emphasis on applying the scientific process and proper laboratory procedures. Topics include light and color, matter, forces, motion, energy, geology, weather and astronomy. Eight hours of field observations required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 318 MATH IN THE ELEMENTARY SCHOOL I**

This course focuses on developing conceptual understanding of the properties of the natural numbers, integers, rational and real number systems with an emphasis on problem solving and critical thinking. The mathematical content will be integrated with current research on mathematical instructional strategies, the use of manipulatives, lesson planning, evaluation of mathematical learning and diagnostic techniques. The goal is to increase the conceptual understanding of the teacher candidates and to increase their ability to analyze the mathematical ideas, structure and research of the K- 6 mathematic curriculum. Eight hours of field observations required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 319 TEACHING SOCIAL STUDIES**

This course is designed to introduce teacher candidates to the world of social studies teaching and learning in the elementary school. Instructional skills, techniques and strategies will be taught; these will aid in developing social studies understanding and the ability to think and act as democratic citizens in a multicultural society through the discussion of geography, history and government. Eight hours of field observations required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 415 MANAGING THE CLASSROOM**

This course is designed to provide teacher candidates 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. Eight hours of field observation required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 418 MATH IN THE ELEMENTARY SCHOOL II**

This course focuses on developing conceptual understanding of algebra, number theory, geometry and measurement with an emphasis on problem solving and critical thinking. The mathematical content will be integrated with current research on mathematical instructional strategies, the use of manipulatives, lesson planning, evaluation of mathematical learning and diagnostic techniques. Teacher candidates will learn new instructional and assessment strategies and increase technology abilities developed in EDU 318. Eight hours of field observation required.

**Credits:** 3
**Offered:** Spring

**Lab Fee:** None
**Pre-Reqs:** None

**EDU 419 SCIENCE IN THE ELEMENTARY SCHOOL II**

The purpose of this course is to provide meaningful and practical learning experiences that will prepare teacher candidates to create effective science learning environments for elementary school students. This course develops a strong conceptual understanding of life science. Teacher candidates will participate in the same kind of inquiry-based experiences that they will use in their own teaching. Topics will include characteristics of life, plants and animals as well as ecology. Teacher candidates will learn new instructional and assessment strategies and increase technology abilities developed in EDU 317. Eight hours of field observation required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 420 ASSESSMENT FOR INSTRUCTION**

Development of instructional objectives and classroom assessment techniques for diverse student populations as well as interpretation of standardized assessments using measurement results for evaluating student progress will be examined. This course examines the interrelationships among content standards, instructional objectives, planning, assessment and in addition, teacher candidates will learn how to design and implement action research studies, along with the outcomes resulting from a data-driven educational decision making set of procedures, all focused on educational issues and problems that are pertinent to them in their settings. This course includes formal and informal, as well as traditional and alternative assessment techniques. Eight hours of field observation required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 480 PRACTICUM**

The guided practice of teaching under supervision of an ESOL endorsed and clinically educated classroom teacher in two diverse classrooms at different elementary grade levels. Requires the utilization of knowledge, attitudes and skills in elementary/secondary school instructional situations. Teacher candidates are required to complete 75 hours of contact time in a primary grade classroom and 75 hours in an intermediate grade classroom.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** Pass all four General Knowledge tests and be formally admitted to the Ross College of Education

**EDU 481 CLINICAL INTERNSHIP**

The Clinical Internship is designed to be both an integrative and culminating experience for the teacher candidate. The experience is designed to provide an opportunity to put theory into practice, to develop effective teaching skills and behaviors, and to self-evaluate and identify strengths and areas needing further development in a diverse classroom under the supervision of an ESOL endorsed and clinically educated teacher. During this 15 week full-time placement, teacher candidates will demonstrate competency in the Florida Educator Accomplished Practices (FEAPs) at the pre-professional level.

**Credits:** 12
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** EDU 480

**EDU 701 INTRODUCTION: LEADERSHIP, POLICY AND CONTEXT**

The course systematically examines the structure and function of educational policies and problems of research in a political context.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 702 PROGRAM EVALUATION**

This course provides an introduction and overview of the methods of conducting program evaluations in educational settings. Students will learn strategies for critiquing written program evaluations, as well as methods for designing and conducting evaluations of educational programs in their own settings and contexts.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 703 PROBLEM-BASED INQUIRY SEMINAR I HARTWICK INTERDISCIPLINARY SEMINARS**

The Hartwick interdisciplinary seminars foster the development of knowledge, skills, and dispositions that will enable educational leaders to ensure that diverse students reach challenging learning goals. The course seeks to develop educational leaders who are committed to using their knowledge of central concepts of leadership theory, policy, and context to ensure learning and success for all students.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 704 ACTION RESEARCH**

This course provides an introduction and overview to the process of conducting action research in schools. Students will learn strategies for developing action research plans and for conducting action research studies, including the collection and analysis of data, in their own settings and contexts. The major focus is on the cyclical nature of action research and its potential impact to improve educational practice.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 705 PROBLEM-BASED INQUIRY: FIELD-BASED CLASS I EDUCATIONAL REFORM IN A METROPOLITAN CONTEXT**

This problem-based inquiry (PBI) course fosters application of knowledge and recognizes that a laboratory of practice is critical to applying prior and new knowledge gained from these experiences. PBI also develops problem-solving skills, the implementation of solutions, and collaboration and self-directed learning which support methods of inquiry and practical application throughout the program.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 706 RESEARCH DESIGN AND ANALYSIS**

This course provides an overview of the methods used in designing and conducting qualitative and quantitative research studies in educational settings. Focus is placed primarily on the design of qualitative, quantitative, and mixed-methods research studies, as well as on the analysis of data collected during the conduct of these types of educational research studies.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 707 PROBLEM-BASED INQUIRY: FIELD-BASED CLASS II LEADERSHIP IN A METROPOLITAN CONTEXT**

This second problem-based inquiry (PBI) field course furthers the application of knowledge gained in PBI field based class I. The course supports candidate's development of problem-solving skills, the implementation of solutions and collaboration as well as self-directed learning which support methods of inquiry and practical application throughout the program.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 708 CRITIQUING AND REVIEWING RESEARCH LITERATURE**

This course provides an overview of and exposure to the process and skills required in the analysis and critique of published research literature. In addition, students gain experience in the development of a written review and analysis of research literature on a topic of interest to them.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 709 PROBLEM-BASED INQUIRY: FIELD-BASED CLASS III SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL ISSUES IN EDUCATION**

The third problem based inquiry (PBI) course again furthers the study of and application of knowledge gained in PBI field based classes I/II. The course surveys trends on educational sociology and the politics of schooling; key issues of educational psychology with respect to the impact of culture, class, race and gender; and undergirding philosophy of education policy. The course supports student's development of problem solving skills, reflection, implementation of solutions, collaboration and self-directed learning which support methods of inquiry and practical application throughout the program.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 711 PROBLEM-BASED INQUIRY SEMINAR II GLOBAL PERSPECTIVES ON EDUCATION REFORM**

The second problem-based inquiry seminar is an introduction to the field of comparative education (educational philosophies, methods, patterns of control, financing, organization, and relationship within the larger society in selected countries of the world). A comprehensive social science methodology is utilized which examines historical, political, economic and social factors that serve as the foundation for educational systems of nations. The course enables students to identify strengths and limitations of international comparative research, and to learn about relevant studies and scholars dealing with methodological and conceptual issues of comparative education. A special emphasis is placed on policy borrowing and lending, and globalization studies. Through examination of cases, students are expected to learn multiple aspects of issues in educational change and to develop analytical and critical thinking.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 726 INSTRUCTIONAL & CURRICULUM LEADERSHIP**

This course presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools, national and state colleges. Candidates examine contemporary issues in school curriculum, including policy initiatives and reform efforts affecting curricular decision-making. The course prepares candidates to analyze and design appropriate strategies for implementing and evaluating curricula and to investigate the

implications of curricula for educational programming. Candidates also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 727 PUBLIC SCHOOL LAW**
This course examines key legal issues that govern daily and long-range decisions of educational leaders focusing specifically on understanding Florida and federal codes, case law, policies and significant precedents and will emphasize analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student's rights, and access. Candidates will examine trends in law and the initiation and influence of educational law to positively influence educational institutions.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 728 STUDENT MOTIVATION AND COGNITION**
The course focuses on research of student cognition and motivation. Candidates will examine different learning and motivation theories and research. Particular emphasis will be placed on how findings from different studies apply to practical educational problems.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 729 PLANNING AND MANAGEMENT IN SCHOOL FUNDING AND FACILTITIES**
A study of the historical development, design and management, of school facilities, and systems of financing education. Topics include forecasting need, potential sources of revenue, state and local systems of finance, financial management, budget development and construction management. Selected state models for funding education will be examined for managing.
**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 801 CAPSTONE PART I: THE PROBLEM**
The capstone is student-centered, student-directed and requires the command, analysis and synthesis of knowledge and skills. The first capstone course enables a candidate to verify his or her ability to develop a problem of inquiry and examine the profile of local issues to form opinions about, and develop research that addresses a problem.
**Credits:** 3
**Offered:**
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 802 CAPSTONE PART II: THE GATHERING OF EVIDENCE**
The second capstone course is concerned with a candidate's ability to research and gather significant documentation, data and evidence that forms a review of the literature on an identified problem that is a comprehensive analysis of the research.
**Credits:** 3
**Offered:**
**Lab Fee:** None
**Pre-Reqs:** None

**EDU 803 CAPSTONE PART III: FINDING/REPORT/OUTCOMES**
The third capstone course provides a method of summative evaluation in which the candidate is given an opportunity to demonstrate integrated knowledge and growth in the program through the oral presentation of the capstone, dissertation of practice, the executive report and the portfolio.
**Credits:** 3
**Offered:**
**Lab Fee:** None
**Pre-Reqs:** None

**ENG 099 ENGLISH SKILLS**
A three credit course in basic writing, grammar, sentence structure, and conversation, as a prerequisite to English-designated Dialogues of Learning courses, when assessment indicates those skills need further development. The course includes a requirement to attend writing lab. Illustrative materials will emphasize idiomatically correct English language use, in a variety of culturally relevant situations and contexts, drawn from modern American society. It will be available only to ESL students.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 101 ENGLISH COMPOSITION I**
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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 102 ENGLISH COMPOSITION II/WORLD LITERATURE**
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.
**Credits:** 3
**Offered:** ENG 101
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 201 STUDIES IN POETRY**
A survey of the genre, using a global canon to study the formal elements and various forms of poetry.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 202 STUDIES IN SHORT FICTION**
A survey of the genre, using a global canon to study the formal elements of the short story.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 203 STUDIES IN DRAMA**
A survey of the genre, using a global canon to study the formal elements of dramatic literature.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 204 STUDIES IN THE NOVEL**
A survey of the genre, using a global canon to study the formal elements of the novel.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 311 CREATIVE WRITING**
A practical course in creative writing of poetry, drama, short stories, fiction, and non-fiction as genres of literary expression.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 325 SHAKESPEARE**
An intensive study of the plays and sonnets of William Shakespeare.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 330 AMERICAN LITERATURE I**
A survey of American authors from the Colonial Period, the Age of Reason and the Romantic Era.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 331 AMERICAN LITERATURE II**
A survey of American authors from the Age of Realism through the 20th century.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 340 BRITISH LITERATURE I**
A survey of major British authors up to and including the Renaissance.
**Credits:** 3
**Offered:** As Needed

**Lab Fee:** None
**Pre-Reqs**: None

**ENG 341 BRITISH LITERATURE II**
A survey of major British authors after the Renaissance and through the 20th Century.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 350 INTRODUCTION TO GENDER AND MULTICULTURALISM IN LITERATURE**
This course is an analysis and appreciation of writings from a variety of diverse global groups with an emphasis on the uniqueness and nuances of culture and identity, the individual, and an acknowledgement and recognition of differences among these various groups. It will also examine the development of gender formation and sexual identity as a social, political and historical construct and its representation in multicultural literature.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 420 TOPICS IN LITERATURE**
An advanced study of selected themes, genres and authors.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 470 WRITING THE MAJOR THESIS**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENG 497 INDEPENDENT STUDY**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 130 HUMAN ENVIRONMENT INTERACTIONS**
This course introduces students to the study of human-environment interactions from an anthropological perspective. The course begins with defining the ecosystem and how humans and the actions of humans are part of that ecosystem; creating a human-environment interface. The relationship between humans and the natural world will be explored; particularly the historical relationship between human and non-human animal species. By examining case studies, this course will examine environmental issues in a variety of geographic contexts (developed and developing countries) and the connections between environmental problems in different locations. Students will explore the fundamentals of environmental science, anthropology, economics, and cultural ecology as they relate to the interface between humans and their environment.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 250 ENVIRONMENTAL RISK AND PUBLIC HEALTH**
This course will expose students to critical issues in global health, emphasizing an interdisciplinary approach to investigating global health problems. The concepts and issues of global health will be considered as well as emerging issues and future concerns. Selected critical global topics include the following: environmental health, chronic diseases, infectious diseases, nutrition, mental health, as well as common prevention and adaptation strategies employed worldwide. Assessment covers the principles and methods used in evaluating human health risks from environmental hazards, including quantitative and qualitative aspects of hazard identification, dose-response assessment, exposure assessment, and risk characterization.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 310 ENVIRONMENTAL LAW**
What are the legal mechanisms that affect the human-environment nexus and how do they work? This course begins by considering the historical development of environmental values, policies, and legal frameworks including a discussion of legal theory, economics and the environment, common law roots, various governance structures including approaches to federalism, and environmental justice. Such issues, associated laws and their consequences will be examined in a comparative manner; the US, other countries, regional and global contexts will be explicitly included. Case law, major statutes and customary law will inform our discussions. Throughout the course, we ask questions about how environmental justice issues have or have not been taken into account in the drafting and implementation of laws and legal frameworks.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 320 ENVIRONMENTAL ETHICS**
This course addresses a variety of theoretical positions and applied topics in environmental ethics from both traditional and nontraditional perspectives. The positions include: traditional ethics concerning the environment that do not constitute an environmental ethic (or, ethic of the environment); utilitarian and rights-based animal welfarism; an ethics of respect; Leopold's Land Ethic, environmental pragmatism; continental environmental ethics; deep ecology; ecofeminist ethics; Black and Third World feminist positions on environmental ethics; and, indigenous and earth-based community perspectives in environmental ethics. We will also consider the viability of these theoretical positions in applied, real-life contexts by considering such topics as: their implications for public policy; environmental ethics and environmentalism as a social justice movement, human overpopulation; pollution; globalization; colonialization; and grassroots activism. The ultimate objective is for each student to develop their own conceptually deep, theoretically grounded, and concrete environmental ethic.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 330 WILDLIFE CONSERVATION**
This course's central focus is an examination of conservation issues facing various species and an assessment of possible solutions. The course will look at both successful and unsuccessful conservation strategies in local, regional and global contexts and will appraise current initiatives to predict the success or failure of these projects. Dynamics to be considered include habitat loss due to human encroachment, biodiversity, contamination and the impact of climate change. Students will choose a predicament presently facing an animal species and draw up their own conservation strategy to confront the problem.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 340 ENVIRONMENTAL STATISTICS**
Description: Environmental Statistics is meant to give students an introduction to the methods of analyzing and quantifying environmental data. Students will learn how to perform basic statistical tests on data sets relevant to environmental research. In addition, students will learn how this data is utilized in the field and will be able to identify its application in the current literature. Students will also have the opportunity to explore international databases of ecological data and learn its application.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 368 PHYSICAL ANTHROPOLOGY**
This course is an exploration of the human species and primate order in the biological context. The course will clearly define the field of physical anthropology and its relationship with the other fields of anthropology. Topics include human evolution, genetics, human variation, neural mechanisms and cognition, the biological basis of behavior, a non-human primate survey, non-human primate behavior, and functional morphology. Students will come away with an understanding of the human species place in the natural world.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 450 CAPSTONE IN ENVIRONMENTAL STUDIES**
A seminar required of all majors in Interdisciplinary Environmental Studies during their senior year that will provide an integrative experience in which students will conduct an individual or group research project under the close supervision of the course instructor as well as those teaching in the major. The research goal is to study an environmental problem(s) which is/are local or global in nature and develop a practical solution to said problem.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**ENV 490 SEMINAR IN ENVIRONMENTAL STUDIES**
This seminar course in Environmental Studies is a topic based course designed to expose the student to a specific subject area of within the field of Environmental Science. This course allows the student to fully explore the intricate facets of the seminar topic, and develop a comprehensive understanding of the subject matter.
**Credits:** 3
**Offered:** Fall or Spring
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 540 TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING**
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.
**Credits:** 3
**Offered:** Fall I
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 620 INTERNSHIP IN EMERGENCY PLANNING AND ADMINISTRATION**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

**EPA 630 TECHNOLOGY IN EMERGENCY PLANNING AND ADMINISTRATION**
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.
**Credits:** 3
**Offered:** Fall I
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 640 PLANNING PROCESSES FOR EMERGENCY ADMINISTRATION**
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.
**Credits:** 3
**Offered:** Fall II
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 651 THE SOCIAL DIMENSIONS OF DISASTER**
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.
**Credits:** 3
**Offered:** Spring I
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 652 POLITICAL AND PUBLIC POLICY BASIS OF EMERGENCY PLANNING AND ADMINISTRATION**
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.
**Credits:** 3
**Offered:** Spring II
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 654 LIVING IN A HAZARDOUS ENVIRONMENT**
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.
**Credits:** 3
**Offered:** Summer I
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 655 VULNERABILITY ANALYSIS AND HAZARD MITIGATION**
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.
**Credits:** 3

**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**EPA 665 GRADUATE PROJECT IN EMERGENCY PLANNING AND ADMINISTRATION**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**ESE 251 EXCEPTIONAL PEOPLE**
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**.**
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 275 INCLUSIVE EDUCATION**
Review of research based information on the identification and remediation of exceptional students in the general education classroom. Development of practical teaching strategies general educators need to respond effectively to exceptional students in general education classroom settings. Various teaching strategies including learning strategies, universal design, direct instruction, cooperative learning, and peer tutoring as well as how to make appropriate accommodations and modifications will be examined. Four hours of field observations required.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 460 CHILDREN AT RISK**
A study of research-based information of the identification, resources and effective instructional practices for all children with special needs who are at risk of academic failure from age three through grade three. Procedures and intervention approaches for appropriate and effective family support are discussed.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 500 FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION**
An exploration and analysis of exceptional student education with a focus on government policy, particularly IDEIA 2004 and the ADA; topics contributing to the history of special education; legal and ethical issues in exceptional student education; and major theories associated with educating students with mild moderate and severe disabilities. A minimum of 10 hours of field experience required.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 503 SPEECH LANGUAGE NEEDS FOR SWD**
Gives a general overview of speech-language pathology, including incidence of communicative disorders, normal speech and language development and disorders. Principles of assessment of language disorders in preschool, school-age, and adolescent populations. Provides exposure to the area of augmentative/alternative communication (AAC). Topics will include functional dimensions of AAC systems; symbol systems; transmission techniques; and intervention strategies. A Field Observation experience of 10 hours is required here. This course completes the accreditation requirements for FLDOE approval. This course represents Course #4 for Requested Autism Endorsement.
**Credits**: 3
**Offered**: Summer
**Lab Fee**: None
**Pre-Reqs**: None

**ESE 505 ASSESSMENT OF EXCEPTIONAL STUDENTS**
The purpose of this course is to offer an advance set of skills in assessment as it applies to the characteristics and needs of the students with disabilities. The course will emphasize the basic considerations of assessment and measurement, as well as the actual assessment instruments, techniques and decisions which lead to appropriate educational programming for students with disabilities. Both in the general education and special education classrooms. The course will also examine the use of informal methods used in special education classrooms; portfolio assessment, authentic assessment, observation, anecdotal and various recording methods will also be covered. A minimum of 10 hours of field experience required.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 510 LITERACY FOR STUDENTS WITH DISABILITIES**

This course presents the fundamentals of reading theory, instruction and assessment. Teaching strategies based on current special education methods and materials will be presented. Emphasis is placed on the development and utilization of a broad spectrum of pedagogical methodologies designed to foster reading literacy. Diagnostic, prescriptive and evaluative techniques appropriate to the child with disabilities are addressed. Critical assessment of commercial reading and other language arts programs/materials is included. A minimum of 10 hours of field experience required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 515 INSTRUCTIONAL METHODS IN CONTENT AREAS**

An in-depth study of the characteristics and needs of students with disabilities along with the use of various teaching strategies and individual instructional methods such as differentiated instruction, and understanding by design. The course will examine the use of various learning strategies and inclusive practices for students with disabilities across content areas. A minimum of 10 hours of field experience required.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 520 CLASSROOM BEHAVIOR MANAGEMENT**

This course provides students with the fundamental principles of behavior management and application of these principles to solving classroom management problems. In addition, there will be specific focus on current practice and research on the evaluation and treatment services for students with disabilities. Special Note: It is intended that this course may be applied toward State Endorsement in Autism Administrative Rule 6A-4.01796 2(c) Behavior management and positive behavior supports for students with autism. Students seeking State Endorsement in Autism must complete the field work experience in a setting with a student with an autism spectrum disorder. A minimum of 10 hours of field experience required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 521 SURVEY OF LEARNING DISABILITIES**

This course provides a historical overview of services, assessment, theories of intervention strategies and classroom models for children with specific learning disorders. The etiology of learning disabilities and its prolific growth will be presented as well as what schools and teachers must do to accommodate these learners, including the RTI process. This course will also examine national organizations, definitions, discrepancy of potential and achievement and other identification issues for these learners. Minimum of 10 hours field experience required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 525 TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES**

Comprehensive guide to collegiate, counseling, residential, social and vocational programs, and serving adolescents and young adults with disabilities. This course presents information to enable students to plan, implement, and evaluate programs for adolescents and young adults with disabilities so that they can lead a satisfactory and successful adult life. Principles in this course can be applied to the secondary school, residential, social and vocational, and counseling-based programs where students with disabilities are served. A minimum of 10 hours of field experience required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 530 TECHNOLOGY AND EXCEPTIONAL STUDENTS**

A practical course that builds on basic computer knowledge to increase teacher skill and student learning through technology supports. The course will focus on adaptations and modifications of technology (hardware and software) effective for students with disabilities. Application of email and web resources for instructing students with disabilities will be explored.

**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 531 INTRODUCTION TO AUTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES**

This course to meets the requirements for the endorsement competencies for the nature of autism spectrum disorders (including student characteristics, appropriate learning goals, teaching approaches, environmental arrangements) and the field-based experience requirement with students with Autism Spectrum Disorders (ASD). The course will provide participants with a framework for understanding the definition and history of autism (prevalence/incidence). The medical and educational knowledge of treatment efforts to promote the appropriate education strategies and services for students with ASD will be discussed. The course will also focus on the evidence-based instructional strategies and classroom organization along with social and communication needs of children with ASD and their families. A minimum of 10 hours of field experience required.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None

**Pre-Reqs:** None

**ESE 540 GRADUATE CAPSTONE RESEARCH PROJECT**
The capstone is an action research project that is student-centered, student-directed and requires the command, analysis and of synthesis, knowledge and skills. Students will complete an individual action research project with supervision during their Practicum placement related to students with disabilities and a problem identified in the practicum classroom setting. Offered: This course will be aligned with the ESE 580 Practicum Course when offered.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 541 PRINCIPLES OF APPLIED BEHAVIORAL ANALYSIS**
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. Ten hours of field experience required. This course is also considered for the Endorsement in Autism.
**Credits:** 3
**Offered:** Summer
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 580 GRADUATE PRACTICUM IN EXCEPTIONAL STUDENT EDUCATION**
The graduate practicum in ESE is designed to give graduate students the opportunity to gain a supervised teaching experience prior to their student teaching experience. During this experience, the students will practice and be evaluated on their ability to demonstrate beginning level teaching skills. A minimum of 70 hours of field experience required. This course will be aligned with the ESE 540 graduate Capstone Research Project.
**Credits:** 3
**Offered:** Spring and Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESE 581 STUDENT TEACHING IN EXCEPTIONAL STUDENT EDUCATION**
This course provides the opportunity for independent practice teaching in a diverse classroom in order to utilize the knowledge, attitudes, and skills necessary to demonstrate competency in the Florida Educator Accomplished Practices. Besides attending their assigned placements, student teachers are also required to participate in bi-weekly seminars designed to assist in transferring the knowledge and skills learned in the university classroom and during field placements. A minimum of 525 hours of field experience required.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESL 300 SECOND LANGUAGE AND LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS**
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. Eight hours of field observation required.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**ESL 310 SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS**
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. Eight hours of field observation required.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**ESL 330 CROSS CULTURAL COMMUNICATIONS**
This course is designed to provide students with a general understanding of the characteristics of individuals from diverse populations. This course identifies cultural issues related to communication, classroom interaction, academic content, as well as parental and community involvement. This course is designed to help provide background on the diversity of the nation's students, explore the social and educational issues faced by teachers in diverse classrooms, and guide teachers to think critically and reflectively about their decisions as a teacher in a multi-cultural educational classroom. Eight hours of field observations required.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**FOR 130 INTRODUCTION TO FORENSIC SCIENCE**
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.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 220 COMPUTER FORENSICS**
Computers have become very important in forensic crime investigations, as they have in all other walks of life. Computers, and digital storage devices, can become involved in virtually every type of crime. This course teaches the identification, acquisition, preservation and analysis of digital data. Today, the typical PC is only part of an investigation that can include digital cameras, cell phones, i Pads, and flash drives. Data recovered from deleted files may make a major contribution to the solution of a criminal investigation.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 230 CRIMINALISTICS**
This course is about how to handle crime scenes, from the initial notes of the first responders, to the final delivery and storage of the last piece of evidence at the forensic laboratory. Criminalistics focuses in detail on the processing of the crime scene itself. This includes the recognition of physical evidence, the documentation of it, the preservation of evidence, the process of individualization, the relationship of pieces of evidence to each other, and ultimately, the construction of hypotheses about what kind of human behavior would produce the specific array of evidence recovered.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 330 FINANCIAL INVESTIGATIONS**
Investigation of financial crime uses accounting, auditing, and often analytical skills as part of an ongoing criminal case. Some examples of financial crime investigation would be the examination of employee theft, embezzlement, securities fraud, insurance fraud, and illegal kickbacks and bribes. Forensic accountants may work for such entities as insurance companies, governmental organizations, law enforcement agencies, and banks. The final product of the financial investigation must be a presentation of the sometimes extremely complex financial evidence in a case, in a form that is comprehensible for the average juror in a court of law, and in keeping with legal concepts and procedures.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 440 FORENSIC PATHOLOGY**
This forensic pathology course is designed to introduce to the student those aspects involved with the determination of the cause of death or injury to a victim. The course discusses the procedures necessary to identify the victim, and the mechanism and manner of death, from natural causes to accidental, suicide and homicide. It also discusses the collection and evaluation of biological evidence surrounding the death, including environmental and toxicological impacts. Finally, the course discusses the medico-legal responsibilities and expert testimony concerning the death.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 450 FORENSIC CASE STUDIES**
This course will use selected case studies to explore the clinical aspects of psychological disorders as they relate to criminal behavior. By focusing on the issue s of sanity and competence, the course will take a practical approach to understanding psychological disorders and how they impact people in ways that lead to various kinds of criminal behavior. The course will also explore how the legal system attempts to process individuals with psychological disorders. Topics will include the implications for law enforcement in dealing with psychologically impaired criminals. The course will examine the current practice, techniques and applications of interviewing and interrogation in forensic settings. Students will learn current and relevant systemic influences for the solicitation of information which are the most accepted by the scientific and legal community. Ethical and reliability issues regarding torture and adverse conditioning factors will be explored. Specific areas to be covered include interpretation of verbal and physical behavior, causes of denial, deception and defensiveness as related to psychopathology, memory enhancement, recovered memory, psychological theoretical models of confession, false confessions, critical analysis of interrogator intuitive judgments and ethical considerations involved with interviewing and interrogation. Profiling will be discussed.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 490 SEMINIAR IN FORENSIC SCIENCE**
This seminar course in Forensic Science is a topic based course designed to expose the student to a specific subject area of within the field of Forensic Science. This course allows the student to fully explore the intricate facets of the seminar topic, and develop a comprehensive understanding of the subject matter. In addition, this is a variable content course and may be offered with a different focus during each semesters offered.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**FOR 495 CAPSTONE IN FORENSIC SCIENCE**

In this course, the students, in small groups, will create and solve a crime of their own choosing. They should bring in as much of their acquired skills and knowledge as possible, including all the basics of crime scene search, analysis, preservation and processing. They should move on to demonstrate more advanced investigative techniques, such as forensic psychology, forensic chemistry, computer forensics, forensic pathology, forensic anthropology, and forensic accounting. The culmination of the course will be the "courtroom" presentation of their evidence, revealing constructions of guilt or innocence.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**GVC 122 DRAWING AND DESIGN**

This introductory course offers students the opportunity to build a foundation in basic drawing and design. Assigned projects will explore the application of drawing and design principles and visual elements such as line, form, texture and value. Emphasis will be placed on the creation of conceptual and aesthetic compositions.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 165 DIGITAL PHOTOGRAPHY**

This course is an introduction to digital photography. A combination of lectures/discussions, demonstrations, photographic and editing assignments and critiques are used to discuss photography fundamentals such as proper use of digital camera equipment, composition, digital image enhancement and high-resolution printing.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 220 DIGITAL LAYOUT AND DESIGN**

This course provides an overview of visual design practices that integrate design principles, digital photography, typography and graphics in preparation for use in print and web publications such as flyers, brochures, posters, magazines and web pages.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40
**PRe-Reqs:** None

**GVC 235 WEB DESIGN**

This course is an introduction to the publishing and development of websites. Lectures and demonstrations are used to discuss web design fundamentals. Students have the opportunity to design and code web templates; develop web pages, image galleries and navigation menus using industry standard software.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 330 GRAPHICS II**

Intermediate study of the materials and methods of graphic design.

**Credits:** 3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** GVC 230

**GVC 340 DIGITAL ILLUSTRATION**

This course focuses on the use of computer-based drawing tools and vector-based graphics. Through a combination of lectures, demonstrations, assignments and critiques, students conceptualize and create digital illustrations that can be incorporated into a wide variety of media formats. Course content focuses on design, layout, typography, color theory and project preparation for print and Internet-delivered publications.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** GVC 120 OR GVC 122

**GVC 342 APPLIED PHOTOGRAPHY**

This course covers all digital components of the applied formats of photography. Students photograph and design layouts for magazines – both print and Internet-based – including cover designs. There is an emphasis on shooting photos for product design, fashion photo-shoots and a variety of sports-related still and video photography. Students apply industry-standard practices and protocols associated with online and print-related shoots.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** GVC 165

**GVC 350 ADVERTISING, DESIGN AND PRODUCTION**

This course concentrates on "real world" applications of design, principles and thought. Students study the management of projects for commercial printing and electronic applications. Time is given to improvement of ads through verbal direction as well as the design and production components. Effective interactions with classmates are developed and employed as a resource in the conceptual and technical processes.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 360 DIGITAL IMAGING**

This course focuses on the use of industry-standard digital image manipulation software and its application in visual communication. Through a series of assignments, students have the opportunity to learn key digital image manipulation tools and techniques such as making selections, blending of layers, color correction and masking. Emphasis is placed on the use of scanners, drawing tablets and digital cameras as tools to create visual content for a wide variety of media.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 365 COLOR PHOTOGRAPHY**

Advanced study in the use of color in photography. Coordinated work with certain other art and fashion classes is required.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** $30
**Pre-Reqs:** GVC 165

**GVC 375 HISTORY OF PHOTOGRAPHY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**GVC 380 THREE-DIMENSIONAL DESIGN**

Development of traditional and digital skills for creating three-dimensional, conceptual and presentation models of products, furniture and buildings using standard and 3D printing formats.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

**GVC 390 TYPOGRAPHY**

Typographical forms are studied as both visual and verbal means of communication.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** GVC 330

**GVC 395 VISUAL COMMUNICATION THEORY**

This course explores the language of visual communication and theories of perception and attention as applied to print and electronic forms.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs:** None

**GVC 399 ISSUES IN GRAPHIC AND VISUAL COMMUNICATION**

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.

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** None

**GVC 405 DIGITAL COMPOSITING**

This course is a project-based course exploring technique and aesthetic issues in the production of time-based imagery. Students use layer-based compositing software to combine a wide range of visual elements from various media formats such as digital video, animation and still imagery.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** GVC 360

**GVC 430 GRAPHICS PRACTICUM**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** $40
**Pre-Reqs:** Permission of instructor

**GVC 442 ADVANCED DIGITAL ART**

This course offers students the opportunity to explore the dynamic field of digital media through discussion of current issues, research and trends in digital art and design. Working with the instructor, each student focuses on career-related media and/or commercial practice.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** $40
**Pre-Reqs:** Senior standing or permission of the instructor

**GVC 455 ADVANCED PHOTOGRAPHY**

Advanced study of photography as an art form; includes use of color in photography, experimentation in composition and techniques in large format printing.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** $40
**Pre-Reqs:** GVC 165

**GVC 493 PROFESSIONAL PRACTICES**

This course addresses the transition from student study to the professions of graphic design, photography and computer animation. Working in small groups, students design, prepare and present portfolios and resumes.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** 75 credits completed

**GVC 498 INDEPENDENT STUDY IN GRAPHIC AND VISUAL COMMUNICATION**

Opportunity for students to study areas of special interest in graphic and visual communication. Student registration dependent on approval of a written course proposal.

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs:** Permission of college dean

**GVC 530 AESTHETICS OF DIGITAL PHOTOGRAPHY**

Providing an examination of photographic aesthetics, illustrative tenets, professional practices, photojournalism and the potential of visual storytelling, this course is a study of contemporary issues in digital photography. Students study sophisticated digital image manipulation, digital camera use, studio and natural lighting and visual interpretation. Aesthetic theories are examined and applied to the photographic process.

**Credits:** 3
**Offered:** FallI
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 535 DRAWING AND DESIGN THEORY AND PRACTICE**

A comprehensive study of traditional and contemporary drawing and design techniques, using conventional materials and digital drawing technology to advance an understanding of visual imagery. The course explores advanced aesthetics and conceptual approaches in contemporary drawing and design practices. Students are encouraged to master technical skills to create visual imagery as a form of expression and visual storytelling.

**Credits:** 3
**Offered:** FallII
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 570 DIGITAL STORYTELLING**

Tracking a fictitious or documentary digital production from the stages of preproduction through post-production editing, this course constitutes a thorough examination of the history, role and working practice of documentary, narrative or abstract digital filmmaking. By preparing scripts and filming and editing footage, students study and practice storytelling techniques derived from visual theory. Their individual or collaborative projects illustrate the impact of digital filmmaking on storytelling.

**Credits:** 3
**Offered:** Spring I
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 575 IMAGEMAKING AS EXPRESSION**

This course examines the theory and practice of graphic design to create visual imagery as a form of expression. Students study aesthetics, formal elements, and stylization as applied to an array of media, whether digital, traditional or hybrid. Whether in two or three dimensions, emphasis is

placed on digital design, although the use of conventional conceptual approaches and media is also encouraged. The expressivity of image making is explored through individual or collaborative projects spanning media, styles and subject matter. Prior design or drawing experience not required.
**Credits:** 3
**Offered:** Spring II
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 580 ANIMATION AND MOTION GRAPHICS**
Exploring traditional, experimental and digital animation as well as developing motion graphics techniques and styles, this course examines the history and methodologies of past and contemporary animators. Students have an opportunity to learn to integrate and manipulate typography, temporal, compositional, chromatic and formal elements as well as audio across a nonlinear timeline to generate content for video, interactive installations or websites.
**Credits:** 3
**Offered:** Summer I
**Lab Fee:** $40
**Pre-Reqs:** None

**GVC 585 AESTHETICS AND PRACTICE OF 3D ANIMATION**
Beginning with the fundamentals of three-dimensional modeling and animation, this course seeks to broaden students' understanding of the theories and practice of digital animation and design. Students study modeling, animation, texturing, lighting, rendering, rigging and dynamics, gaining familiarity with an animation production pipeline. Through exposure to all relevant facets of 3D animation with industry-standard software, students will be provided with a base foundation and grasp of aesthetics from which to generate and animate original content. Prior experience with Autodesk Maya not required.
**Credits:** 3
**Offered:** Summer II
**Lab Fee:** $40
**Pre-Reqs:** None

**HA 100 INTRODUCTION TO HOSPITALITY AND TOURISM**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 110 INTRODUCTION TO EVENT MANAGEMENT**
An introductory investigation of the logistics and managerial considerations involved with the event industry. Studies are focused on planning, executing and analyzing the success of events.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 261 FOOD SERVICE OPERATIONS**
Dining room service, management, menu planning, design, and beverage management systems will be covered in this course. The areas of selection, procurement, receiving, storage, controlling, preparation, and service will be taught for different types of food service operations.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** $100
**Pre-Reqs**: None

**HA 290 HOSPITALITY INTERNSHIP**
Includes 50 hours per credit of field work in the hospitality industry. The field experience will be accompanied by reports, journals and faculty conferences.
**Credits:** 1-9
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship director, 2.5 cumulative GPA in major and/or departmental approval

**HA 311 MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: ACC 201

**HA 337 ROOMS DIVISION MANAGEMENT**

A study of rooms division procedures, operations and management including identification and duties of the rooms division staff, guest relations, front office salesmanship, rooming procedures, housekeeping, security and night audit procedures. Case studies will be used throughout the course.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 347 FOOD SERVICE SANITATION**

Details the fundamentals of sanitation for foodservice employees and covers practical guidance in safe food handling without neglecting the scientific principles underlying good sanitation practices.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**HA 348 FOOD AND BEVERAGE COST CONTROLS**

This course will include a thorough analysis of food, beverage and labor cost control techniques from a management perspective.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HA 349 FOOD AND BEVERAGE MANAGEMENT**

Food and beverage management will be explained through the following areas: dining room management, beverage management, storeroom management, nutritional analysis and menu planning.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 352 BANQUET, CATERING OPERATIONS AND CONTROL**

In this course students plan and create high-quality banquet and catering functions. Emphasis is on learning the principles of development, management, delivery, presentation and high-quality food production. Offered: Fall, Spring.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 355 CUSTOMER SERVICE**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HA 370 GROUP AND CONVENTION MANAGEMENT**

This course defines the scope and various segments of the convention market. It explains what is required to meet the individual needs of patrons and explore methods and techniques that lend to the development and implementations of more competitive service.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 375 HOSPITALITY STRATEGIC MARKETING**

Examines marketing, the concept and the process, how to conduct research for strategic planning, target marketing, positioning strategy, advertising and evaluation of case studies.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**HA 380 WORLD TOURIST ATTRACTIONS**

A geographical, social, cultural, political and economic analysis of the major tourist areas in the world and investigation into historical foundations and developments that have contributed to or have had an impact upon an area's offerings to the tourist market and their reasons for choosing such destinations.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 390 HOSPITALITY INTERNSHIP**

Includes 50 hours per credit 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. Offered: Fall, Spring, Summer.

**Credits:** 1-9
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval

**HA 400 CURRENT ISSUES IN HOSPITALITY MANAGEMENT**

The hospitality industry is constantly changing due to new avenues for its expansion and management. The purpose of this course is to select current issues that are not covered in existing courses and expose the students to recent developments and future research in the hospitality industry.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 401 CURRENT ISSUES IN EVENT MANAGEMENT**

The event industry is constantly changing due to new avenues for its expansion and management. The purpose of this course is to select current issues that are not covered in existing courses and expose the students to recent developments and future research in the hospitality industry.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 456 RESORT MANAGEMENT & OPERATIONS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HA 481 SENIOR SEMINAR**

This capstone course will include current issues in personal and professional development for the hospitality manager. Topics include ethics, change management, sustainability and strategic management. Additionally, a capstone project will be completed. Prerequisite: Senior standing or consent of instructor. Offered: Fall, Spring.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**HA 490 HOSPITALITY INTERNSHIP**

Includes 50 hours per credit of field work in the hospitality industry. The field experience will be accompanied by readings, reports, journals and faculty conferences.

**Credits:** 1-9
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval

**HA 525 FOOD SERVICE ADMINISTRATION**

Food service systems and operations. Controls and financial management of efficient food service operations.

**Credits:** 3
**Offered:** Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**HA 530 RESORT DEVELOPMENT AND MANAGEMENT**

Principles of resort management with particular reference to the social, economic and environmental issues involved in resort development and management.

**Credits:** 3
**Offered:** Spring, Fall
**Lab Fee:** None
**Pre-Reqs**: None

**HA 550 HOSPITALITY MANAGEMENT EDUCATION**

An overview of educational research, curriculum development and the role of the faculty member in hospitality management education.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HA 555 FINANCIAL MANAGEMENT**
An overview of long- and short-term financial management in the service industry, including pricing, cost analysis, forecasting and financial statement analysis.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HA 570 HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HA 575 SERVICE MANAGEMENT**
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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**HA 597 INDEPENDENT STUDY IN HOSPITALITY MANAGEMENT**
Opportunities to explore both career directions and areas of individual interest.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 113 20TH CENTURY WORLD**
An examination of significant trends and events from 1930 to the present using comparative perspectives.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 221 AMERICAN HISTORY I**
A general examination of the social, political, cultural, and economic history of the United States from the "New World" to the Civil War.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 222 AMERICAN HISTORY II**
A general examination of the social, political, cultural, economic and international events influencing the United States from the Civil War to World War II.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 225 UNITED STATES GOVERNMENT**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 230 SOCIAL AND POLITICAL HISTORY OF THE UNITED STATES**
A topical approach to key political and social events that have an impact on American culture.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 332 HISTORY OF AMERICAN CAPITALISM**
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.
**Credits:** 3

**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 360 THE AMERICAN EXPERIENCE THROUGH FILM**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HIS 482 HISTORY SEMINAR**
A series of analyses and discussions of contemporary problems in political science. Individual student research and reports are required.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Senior Standing

**HIS 497 INDEPENDENT STUDY**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 101 ART APPRECIATION**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 107 WORLD PHILOSOPHY**
This course introduces students to philosophical thinking by exposing them to the basic human questions that characterize the philosophy of all cultures. Emphasizing the relevance of philosophy to everyday life in many non-Western societies, students will read works of Buddhist, Taoist, African, Latin American and Middle Eastern origin, and consider a variety of perspectives, including the voices of women, indigenous people and philosophical fiction. Works will be placed in historical, cultural and geographic context to reveal how much of what is known about these cultures is governed by stereotypes and misleading distortions. Classic themes of the Western philosophical tradition will be addressed, while stressing the universality of the search for meaning in life that drives all philosophical reflection.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 301 CREATIVE THINKING**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Junior or Senior standing

**HUM 335 WORLD RELIGIONS**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 340 PHILOSOPHY AND POPULAR CULTURE**
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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 350 AMERICAN PHILOSOPHY**

This course explores the tradition of ideas in America. The focal point of the course will be America's most distinctive contribution to the tradition of philosophy, the philosophy of pragmatism. America's attempt to express itself philosophically assumed many forms. Sources will be varied as students trace the development of common themes in the early religious thought of the Puritans, the American Enlightenment and the philosophy of the founding, Transcendentalism and the rise of democratic individuality, the abolitionist movement and women's rights and pragmatism itself.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Junior or Senior standing

**HUM 390 LIBERAL ARTS INTERNSHIP**

Opportunity for Liberal Arts majors to gain on-the-job experience through an internship placement.

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Advisor/Dean permission

**HUM 397 INDEPENDENT STUDY**

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 399 COMMUNITY AWARENESS**

An integral part of a liberal arts education is to engender a sense of responsibility. The purpose of this course is to create such an opportunity through a pre-approved community service project.

**Credits:** 1-6
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 411 ART HISTORY: 1945 TO THE PRESENT**

From the development of Abstract Expressionism through Postmodernism.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 420 ETHICAL DECISION MAKING**

This course explores modern issues in ethics in a global context. Students will be asked critically and creatively to think about contemporary ethical issues as they intersect a variety of areas of academic study. After a theoretical foundation, students will synthesize their knowledge of ethics with contemporary issues to analyze and critically assess the ethical concepts embedded in such issues. Students will be expected to relate course material to their personal lives, academic interests and the world in which they live; they will be encouraged to develop self-awareness as moral agents in their own day-to-day environments. Historical contexts will be used to establish philosophical perspectives in order to identify, analyze, and ultimately critique contemporary ethical issues—in particular, those issues which are relevant to the student's chosen career paths and areas of special research interest.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 490 LIBERAL ARTS SEMINAR**

A capstone senior course.

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**HUM 495, 496, 497 INTERNATIONAL STUDIES IN ART AND HUMANITIES**

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.

**Credits:** 3-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Permission of advisor/dean

**IRPS 250 CONTEMPORARY GEOPOLITICAL AFFAIRS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 310 INTERNATIONAL LAW**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 320 LATIN AMERICAN HISTORY AND POLITICS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 325 INTERNATIONAL DIPLOMACY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 330 POLITICS OF DEVELOPMENT**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 335 MIDDLE EAST HISTORY AND POLITICS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 360 POLITICS OF INDIGENOUS PEOPLES**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 380 THEORIES OF INTERNATIONAL RELATIONS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 397 INDEPENDENT STUDY**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 450 COMPARATIVE FOREIGN POLICY**
This course helps students acquire knowledge about theoretical and analytical structures for the comparative study of governments and their foreign policies. Comparative Foreign Policy takes a regional approach that highlights cultural, historical, economic and political features common to all or most of the states within a given geographic area. The course provides the basis for comparison of foreign policies between states and across regional boundaries. It documents the continuous transformation of actors and issues that comprise the ever-changing nature of foreign policy. How countries determine their foreign policies will be examined in depth. The following factors will be addressed: the end of the bipolar, superpower impasse generated by the Cold War; increased interdependence and globalization; ethnic tensions; and rising disparities and events post-September 11.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 471 THE AMERICAN PRESIDENCY**
Discussion of presidential power and functions, relationship with Congress, political party involvement, public personality, and leadership. Selected presidents are used as examples.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 475 CONTEMPORARY ISSUES IN INTERNATIONAL RELATIONS**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 483 SENIOR SEMINAR IN INTERNATIONAL RELATIONS**
This is a capstone course primarily for International Relations majors. It brings together various topics from students' previous course work and examines compelling issues in the discipline in a rigorous manner. Students undertake a major thesis project.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Senior standing and completion of 24 credit hours in International Relations courses or approval of the IR program coordinator

**IRPS 490 SPECIAL TOPICS**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**IRPS 495 SPECIAL PROJECTS/INTERNSHIPS**
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. Credits earned vary according to project/internship workload and duration.
**Credits:** 3-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: 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

**LAN 100 FRENCH I**
Beginning course in which listening, speaking, reading and writing will be introduced. Basic grammar and vocabulary. Supplemental audiovisual materials utilized.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**LAN 110 SPANISH I**
Beginning course in which listening, speaking, reading and writing will be introduced. Basic grammar and vocabulary. Supplemental audiovisual materials utilized.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**LAN 202 FRENCH II**
Continuation of beginning course. Emphasizes grammatical structures and vocabulary building for practice in fluency.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 100 or placement exam

**LAN 212 SPANISH II**
Continuation of beginning course. Emphasizes grammatical structures and vocabulary building for practice in fluency.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 100 or placement exam

**LAN 303 FRENCH III**
Elementary French. Continuation of French II with emphasis on conversation, reading comprehension and composition.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 202 or placement exam

**LAN 312 SPANISH III**
Elementary Spanish. Continuation of Spanish II with emphasis on conversation, reading comprehension and composition.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 212 or placement exam

**LAN 320 CUENTOS CONTEMPORARIOS (CONTEMPORARY SHORT STORIES)**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 312, DELE initial, placement exam

**LAN 401 FRENCH IV**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 303, DELF B2 or placement exam

**LAN 410 SPANISH IV**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: LAN 312 or placement exam

**LDR 397 CHAMPS/LIFE SKILLS-PERSONAL DEVELOPMENT**
This course is based on the National Collegiate Athletic Association (NCAA) CHAMPS/Life Skills Program and is designed to assist students at Lynn University - particularly student-athletes - in exploring and developing life skills for success in the classroom, in sport, and in life. Students will assess, analyze, and develop skills to enhance their personal development.
**Credits:** 1
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**LDR 398 CHAMPS/LIFE SKILLS-COMMUNITY SERVICE**

This course is based on the National Collegiate Athletic Association (NCAA) CHAMPS/Life Skills Program and is designed to assist students at Lynn University - particularly student-athletes - in exploring and developing life skills for success beyond their sport. Students will research the needs of the surrounding community and the Lynn University campus while volunteering their time in service for others.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**LDR 498 CHAMPS/LIFE SKILLS-CAREER DEVELOPMENT**

This course is based on the National Collegiate Athletic Association (NCAA) CHAMPS/Life Skills Program and is designed to assist students at Lynn University - particularly student-athletes - in exploring and developing life skills for success beyond their sport. Students will access, analyze, and develop skills to develop their career path after graduation in a professional environment in either athletics or a corporate setting.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**MAT 110 COLLEGE ALGEBRA**

Topics include linear and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MAT 320 METHODS OF CALCULUS**

This introduction to the methods and applications of differentiation and integration is designed primarily for business, biology and social science majors.

**Credits:** 4
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 600 LEADERSHIP AND MANAGEMENT OF BUSINESS ORGANIZATIONS**

Introduces students to leading thinkers in business today and to influential theories and approaches to contemporary business issues. Organizational styles, innovation and change, globalization, and technology are among the issues analyzed to determine best practices for leaders and managers. Students will apply these ideas, theories and strategies to analyses of case studies and to examples from their own professional lives.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 605 MANAGING HUMAN RESOURCES**

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.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 610 LEGAL, ETHICAL AND SOCIAL ISSUES OF BUSINESS**

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.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 620 MARKETING MANAGEMENT IN A GLOBAL ECONOMY**

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.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 621 INTERNATIONAL MARKETING**

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.

**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: MBA 620

**MBA 625 INTEGRATED MARKETING COMMUNICATIONS**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: MBA 620

**MBA 628 SPECIAL TOPICS IN MARKETING**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: MBA 620

**MBA 640 MANAGING FOR FINANCIAL ACCOUNTABILITY**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 645 MANAGING FOR FINANCIAL PERFORMANCE**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 646 MEASURING AND MANAGING VALUE**
Application of financial theory and models to valuing companies and investment projects. Topics include valuation techniques, forecasting and analysis of financial statements, estimation of incremental cash flows, determination of cost of capital, valuation of projects and companies, and valuation for mergers and acquisitions. Valuation techniques taught in this course include: Capital Asset Pricing Model (CAPM), Arbitrage Pricing Theory (APT), equity valuation models, discounted cash flow models and financial ration models. Also covered are strategies for WACC determination and global risk determination (Beta). Prerequisite: MBA 645.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: MBA 645

**MBA 647 PORTFOLIO MANAGEMENT AND ANALYSIS**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: MBA 645

**MBA 648 DEVELOPMENT STRATEGIES**
This course is designed to introduce students to the concepts, strategies and tactical efforts managers and executives need to successfully plan and execute global development efforts. Topics covered in this course include a thorough review of the various corporate development strategies available to companies wanting to reevaluate, expand or restructure their operations. Among the specific areas covered are: Greenfield expansion, strategic alliances, joint ventures, acquisitions, IPOs and divestitures. The effects of complex international and domestic economic and political forces on all development projects are emphasized.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: MBA 646

**MBA 650 OPERATIONS MANAGEMENT**
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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 660 INTERNATIONAL BUSINESS STUDIES ABROAD**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 661 INTERNATIONAL TRADE AND INVESTMENT**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 665 INTERNATIONAL FINANCE**
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.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 668 SPECIAL TOPICS IN INTERNATIONAL BUSINESS**
Lectures and seminars on advanced selected topics in international business such as international marketing, international management, comparative economic systems and international law.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 671 AVIATION ORGANIZATION OPERATION**
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.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 675 AIRPORT OPERATIONS**
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.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 678 SPECIAL TOPICS IN AVIATION MANAGEMENT**
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.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 690 STRATEGIC MANAGEMENT SEMINAR**
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.
**Credits:** 3

**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 697 INDEPENDENT STUDY**
Opportunities to explore both career directions and areas of individual interest.
**Credits:** 1-3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MBA 698 BUSINESS ADMINISTRATION INTERNSHIP**
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.
**Credits:** 1-3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 101 FASHION AND RETAIL MANAGEMENT**
An examination of the scope of the fashion industry opportunities. The production and distribution of fashion products are explored leading to an awareness of interaction of various aspects of the industry.
**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 240 BUYING AND INVENTORY PLANNING**
This course focuses on the role of the buyer in the retail organization and buying techniques in the planning, obtaining and controlling of merchandise are analyzed in terms of implications for retail buying.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: MKT 101 and DQR100

**MKT 250 PRINCIPLES OF MARKETING**
Introduces the student to a broad functional understanding of marketing. Topics include buyer behavior, product planning, channels of distribution, price policies and promotional activities.
**Credits:** 3
**Offered:** Fall, Spring, Summer
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 300 FASHION SHOW PRODUCTION**
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. A group fashion show will be incorporated into this course, as well as individual assignments. Group projects are also incorporated in the course, including community contact with local (and national) retail apparel firms.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 370 MARKETING—SPECIAL TOPICS**
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.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: MKT 250

**MKT 376 SPORTS MARKETING**
This course contrasts and compares basic marketing concepts as they relate to amateur and professional sports, including 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.
**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 385 TRENDS IN ONLINE MARKETING COMMUNICATION TECHNOLOGIES**

Discussion and analysis of current relevant trends and topics related to Marketing and e-Commerce.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 255 and MKT 250

**MKT 392 GLOBAL MARKETING**

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.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: BUS 280 and MKT 250

**MKT 397 INDEPENDENT STUDY**

Independent research projects or other approved phases of research or independent study.

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 410 CONSUMER AND ORGANIZATIONAL BEHAVIOR**

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.

**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: MKT 250

**MKT 420 THE EVOLUTION OF FASHION AND RETAIL CHANGE**

Fashion retailing has emerged as an important area of study reflecting the metamorphosis of fashion houses from local operations to ever increasing international and global ventures. The growing dichotomy of fashion retail positions underlines the fact that retailing is a sector of contrasts undergoing massive changes around the world. This course will explore the emergence of social networking, sustainable practices, social responsibility, and other trends that require the consumer and the retailer to examine and explore contemporary strategies and methods of sustaining growth. In addition, developing technology and social consciousness will continue to impact and play an increasingly important role in today's retail environment.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: None

**MKT 430 MARKETING RESEARCH**

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.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: MKT 250 and BUS 322

**MKT 465 FASHION AND RETAIL STRATEGIC PLANNING**

Retailing is changing today, and the successful business must know how to identify, adapt, and plan with the changes, without moving away from its core competencies. This course provides the student with a comprehensive view of fashion and retailing, and the applications of marketing concepts necessary for a practical retail managerial environment. The development of a retail format and its strategy, current multi-channel retail strategies (among bricks-and-mortar and web-based firms), retail personnel issues, and category management will be reviewed and analyzed. The course will also investigate the changing role of e-commerce in fashion and retailing.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: MKT 101 and MKT 250

**MKT 470 WEBSITE OPTIMIZATION AND PERFORMANCE**

This course examines the topics of website planning, design, performance assessment and analytics allowing internet marketers to make business decisions assuring the success of e-commerce initiatives. Introduction to the techniques and tools of website optimization to drive qualified traffic, increase speed, raise conversion rates, and increase visibility.

**Credits:** 3
**Offered:** Fall, Spring
**Lab Fee:** None
**Pre-Reqs**: MKT 250 and BUS 255

**MS 500 MANAGEMENT AND ADMINISTRATION**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MS 505 APPLIED RESEARCH METHODS**

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).

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MS 510 ADMINISTRATIVE AND REGULATORY LAW**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MS 530 PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MS 560 FINANCIAL MANAGEMENT**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**MUG 297 INDEPENDENT STUDY**

An advanced course of individually directed study with a focus on Music Theory or Music History topics. Does not fulfill the Music History/Music Theory elective requirement.

**Credits:** 1-3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** Permission of the instructor

**MUG 301 BASIC CONDUCTING**

Students will study fundamental conducting techniques as expressed through beat patterns and explore the physical language of conducting as an expressive and illustrative medium. Students will acquire basic score study skills through analysis of selected masterworks and will have the opportunity to conduct a small class ensemble.

**Credits:** 2
**Offered:** Spring semester, every other year (not offered spring 2015)
**Lab Fee:** None
**Pre-Reqs:** MUT 151 and MUT 201

**MUG 329 PEDAGOGY**

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 separate sections: one for strings, one for woodwinds, one for brass and one for piano students.

**Credits:** 3
**Offered:** Fall semester, every other year (offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** Conservatory students only

**MUG 390 MUSIC INTERNSHIP**

Music students gain on-the-job performing or teaching experience through an internship placement.

**Credits:** 1-3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval

**MUG 580 MUSIC ENTREPRENUERSHIP**

This course helps graduate Conservatory of Music students define individual career objectives and develop the skills required to achieve these goals. Guest speakers from the faculty and musical community visit the seminar throughout the semester.

**Credits:** 3
**Offered:** Spring semester, every other year (offered spring 2015)
**Lab Fee:** None
**Pre-Reqs:** None

**MUG 597 INDEPENDENT STUDY**

An advanced course of individually directed study with a focus on Instrumental Music, Music Literature, Music Pedagogy, Music History or Music Theory topics.

**Credits:** 1-3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** MM students only, permission of the instructor and academic advisor

**MUH 350 MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS**

This course sets the music of the Medieval and Renaissance periods in the contexts of Church and court patronage and traces the connections between music and literature, painting and architecture. It describes features of musical construction and style in sacred and secular vocal music and dance music at court. The course describes the development of instrumental forms of trio sonata and concerto, the rise of public opera and the keyboard music.

**Credits:** 3
**Offered:** Fall semester, every year
**Lab Fee:** None
**Pre-Reqs:** Conservatory students or permission of instructor

**MUH 351 MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS**

This course commences with the pre-Classical age, and will traverse the 18th and 19th centuries, concluding with the contributions of the late Romantics. Emphasis will be placed on the Enlightenment and its effect on musical style; the new forms & genres of the Classical Period; Beethoven and his powerful influence; the piano music, lieder, and the new orchestral forms & genres of the Romantics; the effect of nationalism; and the changes in musical language that can be found in Wagner's operas and the music of his followers.

**Credits:** 3
**Offered:** Spring semester, every year
**Lab Fee:** None
**Pre-Reqs:** Conservatory students or permission of instructor

**MUH 352 MUSIC OF THE TWENTIETH CENTURY**

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.

**Credits:** 3
**Offered:** Spring semester, every other year (offered spring 2015)
**Lab Fee:** None
**Pre-Reqs:** Conservatory students or permission of instructor

**MUH 367 SURVEY OF WORLD MUSIC**

This course serves as an introduction to the folk traditions of various societies throughout the world. Some of the music and musical traditions to be discussed include those of Africa, India, Indonesia, China, Japan, South America, Native Americans, African Americans, the folk music of Eastern Europe, as well as jazz and the influence of ethnic music on 20th-century classical music. Lectures will concentrate on placing these various types of music in their proper social context with an emphasis on understanding the different ways that music can function. Musical examples also will be analyzed in purely musical terms. Regular listening and reading assignments will be made throughout the course. A term paper and in-class report are required.

**Credits:** 3
**Offered:** Spring semester, every other year (not offered spring 2015)
**Lab Fee:** None
**Pre-Reqs:** Conservatory students or permission of instructor

**MUH 530 BIBLIOGRAPHY AND RESEARCH SKILLS**

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.

**Credits:** 3
**Offered:** Fall semester, every year
**Lab Fee:** None
**Pre-Reqs:** None

**MUH 562 SEMINAR IN CHAMBER MUSIC LITERATURE**

Students will listen to and discuss the development of the chamber music as a genre. Masterpieces of the chamber music literature will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require written assignments and in-class presentations. This course fulfills the Music History elective.

**Credits:** 3
**Offered:** Fall semester; offered on a rotating basis, not every year (not offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** None

**MUH 563 SEMINAR IN SYMPHONIC LITERATURE**

Students will listen to and discuss the development of the symphony orchestra as a medium and as an art form. Masterpieces of the major symphonists will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require papers and in-class presentations. This course fulfills the Music History elective.

**Credits:** 3
**Offered:** Fall semester; offered on a rotating basis, not every year (not offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** None

**MUH 566 SEMINAR IN VOCAL LITERATURE**

Students will listen to and discuss the development of music written for the combination of voices and instruments. Masterpieces from this repertoire will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require papers and in-class presentations. This course fulfills the Music History elective.

**Credits:** 3
**Offered:** Fall semester; offered on a rotating basis, not every year (not offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** None

**MUH 568 SEMINAR IN OPERATIC LITERATURE**

Students will listen to and discuss the development of opera as genre. Masterpieces from the operatic repertoire will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require papers and in-class presentations. This course fulfills the Music History elective.

**Credits:** 3
**Offered:** Fall semester; offered on a rotating basis, not every year (not offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** None

**MUH 569 SEMINAR IN CONCERTO LITERATURE**

This course is not a chronological survey of solo concertos, but explores how composers worked out the relationships of solo instruments and orchestra. It will include both solo concertos and concertos for more than one instrument, such as double concertos and *concerti grossi*. The works of composers who have contributed to the development of this genre will be emphasized. This course fulfills the Music History elective.

**Credits:** 3
**Offered:** Fall semester; offered on a rotating basis, not every year (offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 313–414 KEYBOARD SKILLS FOR PIANISTS I–IV**

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.

**Credits:** 1
**Offered:** Four semester sequence; starting in fall semester, every two years
**Lab Fee:** None
**Pre-Reqs:** Placement exam

**MUP 325 PIANO LITERATURE**

A survey of significant keyboard literature by genre, including suites and character pieces, sonatas and variations, concerti, and chamber works. Through sight reading, research and listening exams the student will expand their knowledge of the development of piano literature.

**Credits:** 3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** Permission of instructor

**MUP 525 PIANO LITERATURE**

A survey of significant keyboard literature by genre, including suites and character pieces, sonatas and variations, concerti, and chamber works. Through sight reading, research and listening exams the student will expand their knowledge of the development of piano literature.

**Credits:** 3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** Permission of instructor

**MUP 526 ADVANCED COLLABORATIVE PIANO LITERATURE I: THE INSTRUMENTAL SONATA AND CONCERTO**

A comprehensive chronological survey of the instrumental sonata and concerto. Through performance, sight-reading, listening and score study, attention will be given to issues of style and performance.

**Credits:** 2
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 527 ADVANCED COLLABORATIVE PIANO LITERATURE II: CHAMBER, VOCAL AND ORCHESTRAL REPERTOIRE**

A survey and study of the hallmarks of piano chamber music, art song, and orchestral masterworks with prominent piano parts. Through performance, sight-reading, listening and score, study focus will be placed on attaining exposure to this vast component of the collaborative artist's repertoire.

**Credits:** 2
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 529 PIANO PEDAGOGY**

In this course students will review, analyze and familiarize themselves with the methods and schools of pianism and the vast teaching repertoire of the intermediate student through observation, discussion and demonstration. Special attention will be paid to the psychology of learning and teaching which will culminate in the formation of individual teaching philosophies. Issues of the private studio, class piano and music literacy will also be addressed.

**Credits:** 3
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 601 SEMINAR IN COLLABORATIVE PIANO I: SKILLS OF INSTRUMENTAL ACCOMPANYING**

Through lecture, performance and demonstration, skills addressed will include sight-reading, score reduction, conducting, the study of orchestral reductions, transposing instruments and advanced rhythm and aural skill proficiencies. Professional issues including time management, effective preparation and rehearsal techniques, business, and communication skills will also be addressed.

**Credits:** 1
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 602 SEMINAR IN COLLABORATIVE PIANO II: PERFORMANCE ISSUES**

A partial performance class; technical issues and stylistic practices specific to each instrument will be explored as they pertain to the collaborative pianists' ability to intelligently identify and discuss performance issues across the repertoire. Topics of study will include bowing, breathing, intonation, articulation, balance and stylistic performance practices.

**Credits:** 1
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 603 COLLABORATIVE PIANO: PRACTICUM**

Pianists are exposed to all instruments and every studio in which they will participate in rehearsals, lessons, studio classes, performance forum, master classes and recitals. Over the course of two years, students will be assigned to the string department for two semesters and woodwinds and brass/percussion for one semester each.

**Credits:** 2
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** None

**MUP 604 PIANO PRACTICUM**

Pianists are exposed to a variety of instrumental studios for which they participate in rehearsals, lessons, studio classes and Performance Forum in addition to exploring the solo repertoire.

**Credits:** 1
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** Only open to pianists enrolled in PPC Chamber Music

**MUP 605 SEMINAR IN SOLO PIANO**

Collaborative pianists study works from the solo literature in weekly lessons. A jury is required at the end of semester.

**Credits:** 1
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** For ICPP students only with applied teacher approval

**MUR 300 JUNIOR RECITAL**

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.

**Credits:** 0

**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Junior standing and instructor approval

**MUR 301 PERFORMANCE FORUM**
A weekly gathering of all conservatory students and faculty gives students an opportunity to perform in a concert hall setting. All undergraduate students must enroll in Performance Forum each semester that they are in residence at the Conservatory of Music.
**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** None

**MUR 400 SENIOR RECITAL**
The Senior Recital consists of a minimum of 50 minutes of music and includes an intermission. Repertoire should include a 20th/21st-century work, and only complete works should be presented. At least one selection must be memorized. The instructor may require that additional works be presented from memory.
**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Senior standing and instructor approval

**MUR 501 PERFORMANCE FORUM**
A weekly gathering of all conservatory students and faculty gives students an opportunity to perform in a concert hall setting. All graduate students must enroll in Performance Forum each semester that they are enrolled in at the Conservatory of Music.
**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** None

**MUR 600 GRADUATE RECITAL**
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.
**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Graduate standing and instructor approval

**MUR 601 COMPREHENSIVE EXAM**
A comprehensive oral exam must be passed at the conclusion of the MM program in the student's major field of study, music theory and music history. Required of all MM candidates.
**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** None

**MUS 100 ELECTIVE IN INSTRUMENTAL LESSONS**
This course is designed to allow any student to study privately with an instrumental, piano or composition instructor.
**Credits:** 1
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Audition and permission of the instructor

**MUS 131-232 SECONDARY PIANO I–IV**
In this course instrumental music students develop basic skills at the piano. A variety of skills are developed during the two-semester curriculum. These skills include scales and arpeggios, diatonic triads and seventh chords, chord progressions, chromatic chords, modal scales, repertoire, sight-reading, improvisation and harmonization. Placement exams will determine student level.
**Credits:** 1
**Offered:** MUS 131 & 231 offered fall semester, every year; MUS 132 & 232 offered spring semester, every year
**Lab Fee:** None
**Pre-Reqs:** Placement exam

**MUS 201 APPLIED INSTRUMENT: Fr-So**
In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through a broad variety of repertoire and develop independent thinking. Weekly studio classes present a performance workshop dealing with various topics such as technique, performance and pedagogy. Additionally, annual student progress is assessed through juries. Students are required to perform in community performance internships as assigned by their instructor.
**Credits:** 3
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Conservatory freshman and sophomore students only

**MUS 311 SMALL ENSEMBLE**

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.

**Credits:** 1
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Audition may be required

**MUS 321 LARGE ENSEMBLE**

This course provides students with an opportunity to learn and perform repertoire from a wide range of periods and styles in an orchestral setting. Rehearsals and concerts provide guided practical experience in all facets of music making.

**Credits:** 1
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Audition may be required

**MUS 323 WIND ENSEMBLE**

This course offers the study and performance of the repertoire for ensembles of woodwinds, brass and percussion players in various combinations. Required of all undergraduate brass, wind and percussion conservatory students.

**Credits:** 0
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUS 325 ORCHESTRAL REPERTOIRE**

This course focuses intensely on orchestral performance issues. Sections of the orchestra will split apart to study the vast orchestral repertoire as it applies specifically to their family of instruments. Required of all undergraduate conservatory wind, brass and percussion students.

**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** None

**MUS 401 APPLIED INSTRUMENT: Jr-Sr**

In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through a broad variety of repertoire and develop independent thinking. Weekly studio classes present a performance workshop dealing with various topics such as technique, performance and pedagogy. Additionally, annual student progress is assessed through mock auditions and intensive recital preparation will occur. Students are required to perform in community performance internships as assigned by their instructor.

**Credits:** 4
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Conservatory junior and senior students only

**MUS 501 APPLIED INSTRUMENT: MM**

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.

**Credits:** 3-5
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Conservatory Master of Music students only

**MUS 511 SMALL ENSEMBLE**

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.

**Credits:** 1
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Audition may be required

**MUS 521 LARGE ENSEMBLE**

This course provides students with an opportunity to learn and perform repertoire from a wide range of periods and styles in an orchestral setting. Rehearsals and concerts provide guided practical experience in all facets of music making.

**Credits:** 1
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Audition may be required

**MUS 523 WIND ENSEMBLE**

This course offers the study and performance of the repertoire for ensembles of woodwinds, brass, and percussion players in various combinations. Required of all graduate brass, wind and percussion conservatory students.

**Credits:** 0
**Offered:** As needed
**Lab Fee:** None
**Pre-Reqs:** None

**MUS 525 ORCHESTRAL REPERTOIRE**

This course focuses intensely on orchestral performance issues. Sections of the orchestra will split apart to study the vast orchestral repertoire as it applies specifically to their family of instruments. Required of all graduate conservatory wind, brass and percussion students.

**Credits:** 0
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** None

**MUS 601 APPLIED INSTRUMENT: PPC**

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.

**Credits:** 3-4
**Offered:** Every semester
**Lab Fee:** None
**Pre-Reqs:** Conservatory certificate students only

**MUT 150–251 EAR TRAINING I–IV**

Essential skills are introduced to music students through the four levels of this course. Each skill is continually developed during the four-semester curriculum. In-class activity will include rhythmic drills, sight-singing exercises and dictation exercises. Material covered over the course of four semesters will include: diatonic melody and harmony; chromatic melody and harmony; chord progressions, including chromatic chords; four-part dictation; syncopation and irregular subdivisions; and 20th century materials. Placement exams will determine student level.

**Credits:** 1
**Offered:** MUT 150 & 250 offered fall semester, every year; MUT 151 & 251 offered spring semester, every year
**Lab Fee:** None
**Pre-Reqs:** Placement exam

**MUT 200 FUNDAMENTALS OF MUSIC I: COUNTERPOINT/ELEMENTARY HARMONY**

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.

**Credits:** 3
**Offered:** Fall semester, every year
**Lab Fee:** None
**Pre-Reqs:** Placement exam

**MUT 201 FUNDAMENTALS OF MUSIC II: ADVANCED HARMONY**

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.

**Credits:** 3
**Offered:** Spring semester, every year
**Lab Fee:** None
**Pre-Reqs:** MUT 200 or placement exam

**MUT 300 FUNDAMENTALS OF MUSIC III: TONAL ANALYSIS**

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.

**Credits:** 3
**Offered:** Fall semester, every year
**Lab Fee:** None
**Pre-Reqs:** MUT 201 or placement exam

**MUT 301 FUNDAMENTALS OF MUSIC IV: TWENTIETH CENTURY THEORY**

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.

**Credits:** 3
**Offered:** Spring semester, every year
**Lab Fee:** None
**Pre-Reqs:** MUT 201 or placement exam

**MUT 374 ADVANCED COUNTERPOINT AND FUGUE**

The main goals of this course will be: through the writing of strict species counterpoint exercises in 18th century style to prepare the student to go on to more advanced stylistic exercises employing true 18th century forms, such as binary form "dance" suite movements, two- and three-part inventions, and chorale preludes and fugues; and to develop the student's ability to analyze, both in terms of harmony and form, contrapuntal compositions from the 18th century. The course will begin with strict species counterpoint and then move on to the specific style and techniques of 18th century counterpoint. Listening assignments of selected works by J. S. Bach will be required. This course fulfills the Music Theory elective.

**Credits:** 3
**Offered:** Fall semester, every other year (not offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** MUT 300

**MUT 375 TONAL COMPOSITION**

This course involves the imitation of the basic forms of tonal music of the Classical and Romantic periods and focuses on the techniques of motivic transformation, melody, harmony and rhythm. Weekly assignments involving composition and analysis will be required and a composition in a longer form will also be required as a final project. This course fulfills the Music Theory elective.

**Credits:** 3
**Offered:** Fall semester, every other year (offered fall 2014)
**Lab Fee:** None
**Pre-Reqs:** MUT 300

**MUT 570 ANALYTICAL TECHNIQUES OF MUSIC**

This course will concentrate on the development of a variety of analytical skills and will examine compositions from all historical periods. In addition to harmony and form, topics that will be discussed include: articulation and phrasing; accent, rhythm and meter; the analysis of structural pitches (Schenkerian Analysis); texture; timbre and instrumentation; and the concept of a "correct" stylistic interpretation.

**Credits:** 3
**Offered:** Spring semester, every other year (not offered spring 2015)
**Lab Fee:** None
**Pre-Reqs:** None

**POL 100 GEOPOLITICAL AFFAIRS**

Geopolitical Affairs provides an introduction to human, cultural and political geography. Consideration of the world in various spatial contexts will demonstrate the geographical interdependence between people, places and environments. Exploration of current global challenges and spatial linkages reveal the interconnections between people, culture and place and demonstrate the local and global connections of action. Organized thematically, this course will focus on several key global challenges which include economic crises, environmental decline and sustainability, food security, migration, population distribution, poverty, war and urbanization.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**POL 101 GOVERNMENT AND LEADERSHIP**

Students will explore the historical, philosophical, and conceptual foundations of government as well as the major institutions and processes of governance. The course also exposes students to important debates about the role and nature of government and the challenges of political leadership.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**POL 201 PUBLIC POLICY**

An exploration of how issues and problems in society become part of the political agenda and how governmental policies–economic, social, regulatory, foreign, security, and so on–are formulated, implemented, and evaluated. Students will also explore the politics of the legislative process and a wide array of historical and contemporary policy debates and controversies.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**POL 202 POLITICAL THEORIES AND IDEOLOGIES**

Students will explore the theoretical and ideological foundations of government such as social justice, feminism, individualism, liberalism, conservatism, fascism, and communism. The class will examine the historic and enduring debates about the nature of humanity, role and function of government, and responsibilities of citizenship.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**POL 301 DIPLOMACY AND CONFLICT RESOLUTION**

Students will explore the basic approaches to international diplomacy as well as the changes in diplomatic strategies, techniques, and methods in today's dynamic, global order. The course also examines the cultural, historical, and national contexts of diplomacy and conflict resolution.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**POL 302 COMPARATIVE AND REGIONAL POLITICS**

By taking a regional approach that highlights cultural, historic, economic, and political features common to all or most of the states within a given geographical area, this course helps students acquire a theoretical and analytical framework for studying foreign policy and governments. Students will explore and compare various policies and governmental practices around the world and the challenges of interdependence, globalization, ethnic tensions, and more.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**POL 385 GLOBAL ENVIRONMENTAL POLICY & JUSTICE**

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.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**POL 401 POLITICAL ECONOMY**

Students will explore the role of government in the American capitalist system, including issues such as taxation, regulation, stimulus, organized labor, and other issues of economic management both historically and in contemporary times. The course also examines the international political economy in terms of trade, development, currency, and international organizations.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**POL 402 CRITICAL ISSUES IN POLITICS**

The specific content of this course varies but the theme will remain the exploration of major historical and/or contemporary issues and events in politics, policy, government, and global affairs. Students will use multidisciplinary approaches to examine the causes and consequences of the topics at hand.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**POL 490 SEMINAR IN POLITCAL SCIENCE**

This seminar course in Political Science is a topical course designed to expose the student to a specific subject in the field of Political Science. This course allows the student to fully explore the topic at hand in an applied or experiential manner and develop a comprehensive understanding of the subject matter. In addition, this is a variable content course and may be offered with a different focus during the semesters offered.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**POL 495 CAPSTONE IN SOCIAL JUSTICE**

This course is designed to facilitate students' rigorous examination of the theory and practice of justice. Students will design an experiential or research project specific to their discipline that examines the concept of justice. Students will be required to pick a topic, develop a project proposal and execute the project that demonstrates application of core and advanced knowledge and skills in the discipline.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 100 HUMAN BEHAVIOR**

This course will explore the disciplines of Psychology, Sociology and Anthropology through the use of the scientific method, ethics and values. This interdisciplinary course is proposed to provide students with the opportunity to learn about the ways human beings function as individuals, within groups and as members of particular societies. This course will explore human behavior within the context of prosocial human behavior, abnormal human behavior and the result of maladaptive human behavior.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 150 INTRODUCTION TO PSYCHOLOGY**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 200 ORIENTATION TO THE STUDY OF PSYCHOLOGY**
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.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 225 HUMAN SEXUALITY**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 250 DEVELOPMENTAL PSYCHOLOGY**
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.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 260 PERSONALITY THEORY**
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. This course is typically offered in the fall and spring semester.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 315 PSYCHOLOGICAL TESTS AND MEASUREMENTS**
Theory and use of psychological tests of ability and personality. Includes laboratory sessions.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 349 INTRODUCTION TO APPLIED COUNSELING**
Focus is on developing counseling competencies and specialized skills and techniques used in the counseling process for individuals and groups.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 351 APPLIED PSYCHOLOGY**
This course will explore the field of Applied Psychology including but not limited to the areas of Industrial and Organizational Psychology, Community Psychology, Counseling Psychology, and Forensic Psychology. Within the areas in Applied Psychology there are many similarities related to the application of psychological principles and theories to overcome challenges and problems. These commonalities will be discussed and explored. Students will be presented with experiential opportunities that allow for understanding and growth of knowledge about interventions in applied psychology. This course is the culmination and application of the theories learned about human behavior, personality development, and abnormal psychology.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 354 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 355 PRINCIPLES OF LEARNING**

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.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 360 SOCIAL PSYCHOLOGY**

A study of the processes underlying and resulting from group interactions. Topics include persuasion, conformity, aggression, prejudice, interpersonal evaluation and interpersonal attraction.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 361 CURRENT PERSPECTIVES IN SUBSTANCE ABUSE**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 370 ABNORMAL PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 397 INDEPENDENT STUDY**

**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 400 PROCESS: PERSONAL GROWTH PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 420 PHYSIOLOGICAL PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 440 RESEARCH AND STATISTICS IN PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 460 EXPERIMENTAL PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 481 INTERNSHIP IN PSYCHOLOGY**

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.

**Credits:** 3-6
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 490 SEMINAR IN PSYCHOLOGY**

Special topics course for Psychology, Behavioral Science or Criminal Justice majors. May serve as capstone course for Psychology majors.

**Credits:** 1-9
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 495 SENIOR SEMINAR: CAPSTONE IN PSYCHOLOGY**

This capstone psychology course is designed to have students analyze, compare and contrast ethical issues related to the need for advocacy across the world. Students in this class will complete an extensive research paper and multiple projects that will target similarities, differences and cross cultural concerns related to psychological advocacy. Throughout the course, students will utilize critical thinking, oral communication, technological literacy and information literacy to disseminate knowledge for the need for global advocacy in psychology.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 500 PERSONALITY THEORIES**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 520 PSYCHOPATHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 540 RESEARCH AND PROGRAM EVALUATION IN COUNSELING AND APPLIED PSYCHOLOGY**

This course will explore theoretical and practical interpretations of research results and program analyses in the field of counseling and 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. This course will provide students with the background to conduct research and be a consumer of research in the counseling and psychology fields.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 560 DEVELOPMENTAL PSYCHOLOGY**

This course is designed to provide students with the foundations and implications of the developmental approach to the understanding of human psychology. Students will become acquainted with a range of core issues in the development of the lifespan, including basic theoretical and methodological concepts, such as lifespan theories of development including physical, intellectual, moral and social development. This course includes an examination of the field today and applications of lifespan developmental science for intervention into developmental processes and implications for applied developmental research.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 580 PSYCHOBIOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 600 THESIS CLASS**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 605 PRACTICUM IN COUNSELING**

This course offers students an experiential component in their clinical program. Students will be working in the field of counseling while receiving clinical supervision from their academic and site supervisors. This course will inform students' thinking on issues related to professional behavior and preliminary counseling skills. Students will be provided with group and individual supervision.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 610 COUNSELING THEORIES**

This course is an overview of the field of counseling theories and practice. This course details the many theories of counseling and issues within the practice of mental health counseling. This course includes conceptualization of personality theories and counseling application in practice.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 615 GROUP THEORIES IN COUNSELING**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 620 TESTING AND ASSESSMENT IN COUNSELING AND APPLIED PSYCHOLOGY**

This course will examine the theory, history and methodological foundations of psychological testing, individual assessment and measurement in the counseling field. Both the benefits and pitfalls of using assessment in practice will be investigated in underlining the importance of culture-related issues. This course will explore the avenues of assessment and the reliability and validity of the assessment tools presented.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 640 SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 650 HUMAN SEXUALITY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 660 PSYCHOLOGICAL CONSULTATION IN COMMUNITY SETTINGS**

This course is designed to educate the clinician to multiple aspects of consultation and practice. Concepts regarding consultation in medical centers, mental health centers, and public and private schools will be discussed. System-centered, child-centered and teacher-centered techniques will be discussed.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 670 SUBSTANCE ABUSE**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 680 TECHNIQUES AND INTERVENTIONS IN PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 681 DIAGNOSIS AND ADVANCED COUNSELING TECHNIQUES**

This course will elucidate the complex nature of the multiaxial diagnostic system of the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition-Text Revision (DSM-IV-TR). Students will be able to demonstrate command and understanding in the use of the manual for diagnostic labeling. Students will be knowledgeable in the epidemiology and etiology of psychological disorders. Students will demonstrate command and understanding of differential diagnoses. Students will demonstrate ability to conceptualize clinical diagnosis into a coherent plan of treatment using best practices in the field. Students will analyze, compare and contrast the many psychotherapeutic techniques for treatment of the disorders. Through case study analysis, students will develop treatment plans appropriate to the diagnosis and demonstrate the ability to select best interventions based on the chosen model of therapy.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 685 CAREER AND LIFESTYLE ASSESSMENT**

This course will explore the psychological basis of career and lifestyle assessment in the field of vocational psychology. Career counseling and theory is explored with an emphasis on the history that led to the development of the field as well as the assessment methods and interventions specific to this field. The course includes the various approaches and interventions used by career counselors and psychologists. Professional issues related to traditional clinical interventions and the current trends in career assessment are reviewed.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 688 SEMINAR IN APPLIED PSYCHOLOGY**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 690 LEGAL AND ETHICAL ISSUES IN COUNSELING**

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. Students will be oriented to the field of counseling through the ACA and NBCC ethics codes. 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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 695 PRACTICUM IN COUNSELING II**

This course requires students to work a specified number of hours in the field of counseling 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 counseling settings. Students need to have completed all master's-level course work with a grade of B- or better to be eligible for placement in this course. Required clinical hours and supervision hours must be met for successful completion of this course. The culmination of this course is an exit exam.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** $45
**Pre-Reqs**: None

**PSY 699 PRACTICUM IN PSYCHOLOGY**

This course requires students to work a specified number of hours in the field of psychology based on their specialization area. Students will meet in a classroom setting for group and peer supervision and with the course instructor for individual supervision. Site placement will include supervision with an emphasis in developing appropriate skills training in applied psychological settings. Students need to have completed all master's-level course work with a grade of B- or better to be eligible for placement in this course. Required clinical hours and supervision hours must be met for successful completion of this course. The culmination of this course is the final presentation of the master's thesis.

**Credits:** 1-6
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**PSY 700 INTERNSHIP IN COUNSELING**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SAM 530 SPORTS ADMINISTRATION**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**SAM 535 ISSUES IN INTERCOLLEGIATE AND PROFESSIONAL SPORTS ADMINISTRATION**

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.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**SAM 610 SPORTS MANAGEMENT, MARKETING AND PUBLIC RELATIONS**

The purpose of the course is to expose students to various aspects of the sports marketplace, including, but not limited to, athlete representation, and legal issues including, but not limited to, the Internet, individual and corporate marketing, and public relations strategies. The course will examine trends in the industry, analyzing their present and future effects on both the particular sport and sports in general.

**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**SAM 630 LEGAL ASPECTS OF ATHLETICS**

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.

**Credits:** 3
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs**: None

**SAM 680 BEGINNING INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION**

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.

**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SAM 681 ADVANCED INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION**
The internship provides an opportunity to apply advanced knowledge and theory to professional practice.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SCI 110 THE BIOLOGICAL WORLD AND LAB**
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.
**Credits:** 4
**Offered:** Fall
**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 111 BIOLOGICAL PATTERN AND PROCESS AND LAB**
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.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 130 GENERAL CHEMISTRY I AND LAB**
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.
**Credits:** 4
**Offered:** Fall and Spring
**Lab Fee:** $30
**Pre-Reqs**: Prerequisite or corequisite: DQR 100 or permission from the Science Chair

**SCI 131 GENERAL CHEMISTRY II AND LAB**
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.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: SCI 130

**SCI 201 INTRODUCTION TO BIOLOGY AND LAB**
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.
**Credits:** 4
**Offered:** As Needed
**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 260 HUMAN ANATOMY AND PHYSIOLOGY AND LAB**
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.
**Credits:** 4
**Offered:** Fall
**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 261 HUMAN ANATOMY AND PHYSIOLOGY II AND LAB**
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.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: SCI 260 or permission of Biology program coordinator

**SCI 265 COMPARATIVE VERTEBRATE ANATOMY & PHYSIOLOGY**
This course is an exploration of basic anatomy and physiology of vertebrate animals, and how their evolutionary relationship leads to patterns of similarity of difference within the group. Special focus is placed on how human anatomy and physiology can be understood as a result of evolution from earlier forms.
**Credits:** 4
**Offered:** As Needed

**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 290 MENDELIAN AND POPULATION GENETICS**
This course focuses on Mendelian and Population Genetics. Starting with an overview of meiosis, to connect the inheritance of traits to DNA and chromosomes, the first third of the course will focus on Mendelian patterns of inheritance in detail, including pedigree analysis. The remainder of the course will cover Population Genetics, expanding on the concepts from Mendelian Genetics through use of the Hardy-Weinberg Theorem to model the evolution of populations.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 325 MICROBIOLOGY AND LAB**
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.
**Credits:** 4
**Offered:** Fall
**Lab Fee:** $30
**Pre-Reqs**: SCI 110, SCI 111, SCI 130 and SCI 131

**SCI 350 PHYSICS I AND LAB**
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.
**Credits:** 4
**Offered:** Fall
**Lab Fee:** $30
**Pre-Reqs**: 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**
Exposition of the fundamental laws and phenomena of electricity, magnetism, optics, special relativity, and atomic and nuclear physics. Emphasis is on the understanding of physical concepts. This course meets three lecture hours and three lab hours per week.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: SCI 350

**SCI 360 COLOGY AND LAB**
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.
**Credits:** 4
**Offered:** Fall and Spring
**Lab Fee:** $30
**Pre-Reqs**: SCI 110 & MAT 110

**SCI 390 ORGANIC CHEMISTRY I AND LAB**
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.
**Credits:** 4
**Offered:** Fall
**Lab Fee:** $30
**Pre-Reqs**: SCI 131 or equivalent

**SCI 391 ORGANIC CHEMISTRY II AND LAB**
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.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: SCI 390

**SCI 392 BIOCHEMISTRY AND LAB**
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.
**Credits:** 4
**Offered:** None
**Lab Fee:** $30
**Pre-Reqs**: SCI 3950

**SCI 397 INDEPENDENT STUDY**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SCI 450 GENETICS AND LAB**
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.
**Credits:** 4
**Offered:** Fall
**Lab Fee:** $30
**Pre-Reqs**: SCI 325 & MAT 110 OR SCI 325 & DQR 100 & DQR 200

**SCI 460 MOLECULAR BIOLOGY AND LAB**
In this course we examine the structure and function of nucleic acids in living cells, the use of nucleic acids in various fields of scientific inquiry, and the techniques of molecular biology and biotechnology. Some of the topics covered with include: the structure and replication of DNA, transcription and translation, genomics, epigenetics, and molecular phylogenetics. Some techniques that will be used in lab include: PCR, genetic sequencing, DNA electrophoresis, genetic cloning, and genetic transformation. This course is typically offered in the spring semester.
**Credits:** 4
**Offered:** Spring
**Lab Fee:** $30
**Pre-Reqs**: None

**SCI 485 BIOLOGY INTERNSHIP**
Opportunity for biology majors to gain on-the-job experience through an internship placement. Prerequisites: Advisor/dean permission, permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Advisor/dean permission, permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval

**SCI 490 BIOLOGY SENIOR SEMINAR**
This capstone course for biology majors addresses special topics. Prerequisites: Senior standing and permission of biology program coordinator.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: Senior standing and permission of biology program coordinator.

**SCI 491 EVOLUTION**
This course is an in-depth examination of the forces and processes in biological evolution, building partially on the concepts from both Population Genetics and Molecular Biology. This course is typically offered in the spring semester.
**Credits:** 3
**Offered:** Spring
**Lab Fee:** None
**Pre-Reqs**: None

**SCI 495 SPECIAL TOPICS**
This seminar course in Biology is a topic based course designed to expose the student to a specific subject area of within the field of Biology. This course allows the student to fully explore the intricate facets of the seminar topic, and develop a comprehensive understanding of the subject matter. In addition, this is a variable content course and may be offered with a different focus during the semesters offered.
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SOC 110 INTRODUCTION TO SOCIOLOGY**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SOC 200 RESEARCH METHODS**
This course consists of a basic introduction to research design and qualitative and quantitative methods of data collection and analysis. Through review of research studies, students will learn to be informed consumers of social science research, and to apply their understanding of research to a critical analysis of contemporary social issues. The importance of evidence and bias will be emphasized, with a focus on application to social policy and a broad range of disciplinary practice. Students will be encouraged to seek out research studies of interest to them, and to critically analyze and interpret the ways findings inform their field.
**Credits:** 3
**Offered:** Fall and Spring

**Lab Fee:** None
**Pre-Reqs**: None

**SOC 220 FAMILY AND SOCIETY**
Study of the institutional character of the family, its history and its relationship to other institutions. Problems encompassing premarital concerns, internal dynamics of family life, children and divorce are discussed.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: SOC 110

**SOC 335 CONTEMPORARY SOCIAL PROBLEMS**
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.
**Credits:** 3
**Offered:** Fall and Spring
**Lab Fee:** None
**Pre-Reqs**: SOC 110

**SOC 397 INDEPENDENT STUDY**
**Credits:** 1-9
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: None

**SOC 450 RACE AND ETHNICITY**
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.
**Credits:** 3
**Offered:** As Needed
**Lab Fee:** None
**Pre-Reqs**: SOC 110

**ZEDU 001 GENERAL KNOWLEDGE PREPARATION CLASS**
This course reviews skills, competencies and strategies necessary for successfully completing the General Knowledge Exam. Math review includes arithmetic, algebra, geometry/measurement, probability/statistics and logical reasoning. Verbal preparation includes reading comprehension, English language skills and essay writing.
**Credits:** 3 (Non-credit)
**Offered:** Fall
**Lab Fee:** None
**Pre-Reqs:** None

Chapter X.

# University Community

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Ph.D., Fordham University

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Staff Conductor

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Undergraduate Academic Advisor

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Ph.D., Harvard University

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B.M., Oberlin College, Conservatory of Music

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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

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Honorary Doctorate, Davidson College

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P.C., Mozarteum-Salzburg
M.M., Manhattan School of Music
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Digital Resources Librarian

Kathleen Clunan, B.A., M.S., M.L.S
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Tsukasa Cherkaoui, B.M., M.M., M.L.I.S.
Music Librarian

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David Prieto, B.S.
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Jay Eisen, B.S., ACMT, HDI-DST, HDI-CSR
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Senior Woman Administrator

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Carrie Rowe
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Jeff Price, B.B.A.
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Harry Lockwood
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Anthony Despirito.
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Adam Milewski
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Iulian Milinkovskyl
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Michael Wilus
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John "Andy" Etheridge
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Associate Director of Student Financial Aid

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Financial Aid Counselor

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Financial Aid Evening Counselor

Kimon Randall, B.S.
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Licensed Psychotherapist

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Hannah Link, B.S., M. S.
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Kara Bailey, B. S., M.B.A.
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