



# 2018 – 2019 Academic Catalog

Jacksonville University  
2800 University Boulevard North  
Jacksonville, FL 32211  
Telephone: 904-256-7000  
Fax: 904-256-7012  
E-mail: [admissions@ju.edu](mailto:admissions@ju.edu)  
Website: [www.ju.edu](http://www.ju.edu)

*Persons with visual impairments who need assistance accessing the contents of this catalog may request such assistance by contacting the Office of Student Life, (904) 256-7070. Persons with hearing- and/or speech related disabilities that require TDD assistance should contact Jacksonville University offices through the Florida Relay service, 1-800-955-8771. If such callers do not have TDD equipment, contact the Office of Student Life.*

*Jacksonville University is an equal opportunity educator and employer.*

## Contents

Inquiries .....	11
Academic Calendar .....	13
General Information .....	17
Accreditation.....	17
Mission, Values & Vision.....	18
University Profile .....	18
History.....	20
Logo, Seal, Symbol and Icon .....	22
Campus and Facilities .....	22
Jacksonville and Northeast Florida .....	26
General Policies .....	27
Office of Admissions .....	35
Contacts .....	35
How to Request Official Documents for Undergraduate Admissions .....	35
Undergraduate Freshman.....	36
Undergraduate Transfer .....	37
Undergraduate Adult Degree Program .....	39
Undergraduate Non-Degree .....	40
Undergraduate Non-Degree/Transient .....	40
Undergraduate International.....	41
Scholarships .....	44
Next Steps for Admitted Undergraduate Students .....	45
Readmission Application for Returning JU Students .....	46
General Admission Information.....	46
School of Education Admission.....	52
Brooks Rehabilitation College of Healthcare Sciences Admission .....	52
Keigwin School of Nursing Admission.....	52
General Nursing Admissions Information.....	55
School of Applied Health Sciences Admission .....	55
Bachelor of Science in Kinesiology .....	55
Bachelor of Science in Communication Sciences and Disorders .....	55
Graduate Programs Admission .....	56
Master of Arts in Mathematics (M.A.) Admission .....	58
Master of Arts and Master of Science in Marine Science (M.A./M.S.) Admission .....	59

Master in Public Policy (M.P.P.) Admission .....	60
Graduate Certificate in Instructional Design Admission .....	61
Teach English to Speakers of Other Languages (APR-TESOL) Certificate Program .....	62
Teacher Certification Preparation (TCP) .....	62
Master of Education in Reading Education (M.Ed.) Admission .....	62
Master of Science in Leadership and Learning (M.S.) Admission.....	63
Master of Business Administration Admissions - Accelerated Program (M.B.A.) Admission .....	64
Master of Business Administration – Flex Program (M.B.A.) Admission .....	65
Master of Business Administration – Executive MBA Program (E.M.B.A.) Admission.....	67
Master of Science in Applied Business Analytics Program Admission .....	67
Master of Science in Aviation Leadership Program (M.S.A.L.) Admission .....	68
Master of Science in Organizational Leadership Program (M.S.O.L.) Admission .....	69
Doctor of Business Administration (D.B.A.) Admission .....	70
Master of Fine Arts in Choreography (M.F.A.) Admission .....	71
Master of Fine Arts in Visual Arts (M.F.A.) Admission.....	72
Post-Baccalaureate Certificate in Nursing Informatics Admission .....	73
Master of Science in Nursing (M.S.N.) Admission .....	73
RN - Master of Science in Nursing (M.S.N.) Admission .....	75
Post-Masters Certificates Program Admission .....	75
Doctor of Nursing Practice (D.N.P.) Admission: Post-M.S.N. degree candidates.....	77
Doctor of Nursing Practice (D.N.P.) Admission: B.S.N. to D.N.P. degree candidates.....	77
Post-Baccalaureate Certificate in Health Data Analytics Admission .....	79
Professional Gerontologist Graduate Certificate Admission .....	80
Master of Science in Clinical Mental Health Counseling Admission .....	80
Master of Science in Health Informatics Admission.....	81
Master of Science in Kinesiological Sciences Admission .....	83
Master of Science in Speech-Language Pathology Admission .....	84
Master of Science in Sport Management Admission .....	85
Doctor of Occupational Therapy (OTD) Admission .....	85
Orthodontics Admissions.....	86
Master in Public Policy/Juris Doctor Dual Degree Program (M.P.P./J.D.) Admission .....	88
Master in Public Policy/Master of Business Administration Dual Degree Program (M.P.P./M.B.A.) Admission.....	88
Master in Public Policy/Master of Arts or Master of Science in Marine Science Dual Degree Program (M.P.P./M.A.-M.S./MSC)Admission.....	89

Master of Business Administration/Juris Doctor Dual Degree Program (M.B.A./J.D.) Admission.....	90
Master of Science in Nursing/Master of Business Administration Dual Degree Program (M.S.N./M.B.A.) Admissions .....	90
Scholarships and Financial Assistance .....	91
Determination of Financial Need.....	91
How to Apply for Financial Assistance.....	91
Special Circumstances .....	92
Monthly Payment Plans.....	92
Institutional Grants and Scholarships Programs .....	92
Loans and Federal Programs .....	95
State Programs.....	96
Naval Programs.....	98
Government Programs .....	98
General Financial Aid Information.....	99
Academic Eligibility for Financial Assistance .....	99
Withdrawals and Refunds.....	102
Financial Information.....	104
Fall and Spring Semester Tuition and Fees.....	104
Summer Semester Tuition and Fees.....	105
Other Fees and Deposits.....	105
Payment Policies.....	108
Reapplying for Financial Aid .....	110
Campus Debit Card .....	110
Refund Information .....	110
Approval, Withdrawal and Refund Policy.....	111
Academic Information .....	113
Semester/Credit Hours .....	113
Full-Time Status .....	113
Class Standings.....	114
Registration.....	114
Course Loads.....	114
Schedule Changes – Drop/Add .....	115
Class Attendance .....	115
Grades and Grading System .....	116
Pass/Fail Option .....	118

Grade Appeal Process .....	119
Final Examination Week .....	121
Grade Reports and Transcripts .....	121
Student Records.....	121
Graduation Information.....	123
Academic Awards and Scholastic Honors .....	124
Academic Integrity and Misconduct.....	127
Experiential Learning Programs.....	138
JU Education Abroad and Education Away Programs .....	138
Internship Program .....	139
Undergraduate Research .....	140
Service-Learning.....	140
Other forms of Engaged Learning.....	141
Independent Study .....	141
Academic Standards of Progress .....	141
Course Withdrawal .....	142
University Withdrawal .....	143
Medical Withdrawal Policy .....	143
Transient Study at Another Institution .....	144
U.S. Department of Veterans Affairs Information .....	144
Academic Support Services.....	145
Academic Advising .....	145
Academic Services for Athletes .....	145
Academic Support Center (ASC) - Your Tutoring Solution.....	145
Career Resource Center .....	146
Carl S. Swisher Library.....	147
Technology Resources .....	147
Accessibility for the Mobility Impaired.....	148
Campus and Student Life .....	149
Residential Facilities.....	149
Residency Policy.....	149
Student Addresses .....	150
Campus Security .....	150
Special Student Services .....	150
Cultural and Entertainment Activities .....	152

Clubs, Greek and Religious Organizations .....	153
Academic and Professional Organizations .....	153
Honorary Organizations.....	154
Service Organizations .....	154
Special Interest Organizations .....	155
Student Media .....	155
Intercollegiate Athletics and Sport Clubs .....	155
Parking and Traffic Regulations .....	156
Career Outcomes Survey .....	156
University Curriculum .....	157
General Requirements for All Bachelor Degrees.....	157
Major and Minor Requirements .....	159
Service Learning Certificate .....	160
Core Curriculum .....	161
Core Educational Goals.....	161
Core Curriculum Requirements .....	162
Alternative Core Curriculum Requirements .....	164
UNDERGRADUATE PROGRAMS .....	165
College of Arts and Sciences.....	166
Degree Requirements.....	167
Biology (B.S. degree only).....	167
Chemistry.....	169
Communication.....	171
Computing Science .....	174
Criminal Justice Minor .....	175
Cybersecurity .....	176
Education .....	177
Engineering.....	177
English.....	182
Editing Certificate .....	184
Ethics and Leadership Minor .....	185
French .....	186
Geography and the Environment .....	187
History.....	188
Humanities.....	189

Information Systems .....	191
Interdisciplinary Studies .....	193
International Studies Minor .....	195
Life Science (B.A. degree only) .....	196
Marine Science (B.S. degree only) .....	198
Mathematics .....	200
Medical Humanities Minor .....	202
Middle East/Asia Studies Minor .....	203
Philosophy.....	204
Physics.....	206
Political Science .....	208
Pre-Professional Programs .....	209
Psychology .....	212
Public Policy Minor .....	213
Religion Minor.....	214
ROTC - Naval Science and Military Science .....	215
Social Sciences .....	220
Sociology .....	221
Spanish.....	222
Sustainability.....	223
University Major .....	229
Women’s and Gender Studies Minor .....	229
School of Education .....	231
Teacher Education .....	232
5-Year State-Approved Elementary Education Program .....	233
Elementary Education Major And Program Of Study.....	235
Secondary Education Major.....	239
Education for Instruction Major (B.A. or B.S. degree) .....	240
Education Minor .....	242
ESOL Minor .....	242
Teaching English to Speakers of Other Languages (TESOL) Certificate .....	243
Davis College of Business.....	244
Honor Code and Pride Program.....	245
Davis College Of Business Core Requirements .....	247
Accounting .....	248

School of Aviation .....	249
Aviation Management & Flight Operations.....	252
Aviation Management .....	256
Business Administration .....	259
Business Analytics .....	260
Business Information Systems.....	261
Economics .....	261
Entrepreneurship Certificate and Minor .....	263
Finance.....	265
International Business .....	266
Management.....	266
Marketing.....	267
Sport Business.....	270
Adult Degree Program .....	272
College of Fine Arts .....	275
Division of Visual Arts .....	277
Bachelor of Arts in Art .....	278
Bachelor of Arts in Film.....	280
Bachelor of Fine Arts in Art.....	281
Bachelor of Fine Arts in Animation .....	284
Art Minors .....	284
Division of Music.....	287
Bachelor of Arts in Music.....	291
Bachelor of Fine Arts in Musical Theatre.....	291
Bachelor of Music .....	293
Bachelor of Music Education .....	295
Bachelor of Science in Music (Music Business) .....	297
Department of Theatre Arts .....	299
Bachelor of Arts in Theatre Arts .....	300
Bachelor of Fine Arts in Theatre Arts.....	300
Department of Dance .....	301
Bachelor of Arts in Dance .....	302
Bachelor of Fine Arts in Dance.....	303
Brooks Rehabilitation College of Healthcare Sciences .....	305
Keigwin School of Nursing .....	305



School of Applied Health Sciences.....	317
Department of Kinesiology .....	317
Department of Communication Sciences and Disorders .....	321
GRADUATE PROGRAMS .....	324
College of Arts & Sciences – Graduate Programs.....	325
Master of Arts in Mathematics.....	325
Master of Science/Master of Arts in Marine Science .....	327
Accelerated Bachelor of Science to Master of Arts Marine Science Program .....	329
School of Education-Graduate Programs .....	331
Master of Education Degree in Reading Education.....	331
Master of Science in Leadership and Learning.....	333
Graduate Certificate in Instructional Design (ID) .....	336
Application of Processes Required to Teach English to Speakers of Other Languages (APR- TESOL) Certificate.....	337
Teacher Certification Preparation (TCP).....	338
JU Public Policy Institute.....	339
Master in Public Policy.....	340
Davis College of Business - Graduate Programs .....	342
Academic Standards and Grade Appeals.....	343
Honor Code and Pride Program.....	344
Accelerated (Day) MBA.....	345
Flex MBA.....	350
Executive MBA.....	352
Master of Science in Applied Business Analytics.....	354
Master of Science in Aviation Leadership .....	355
Master of Science in Organizational Leadership .....	357
Doctor of Business Administration .....	358
Master of Science in Global Business and Leadership Degree .....	360
College of Fine Arts – Graduate Programs .....	362
Master of Fine Arts in Choreography .....	362
Master of Fine Arts in Visual Arts .....	364
Brooks Rehabilitation College of Healthcare Sciences – Graduate Programs.....	367
Keigwin School of Nursing Graduate Programs.....	367
Post-Baccalaureate Certificate .....	369
Master of Science in Nursing Program Requirements .....	369

RN-MSN Completion Track .....	372
Post-Masters Certificates.....	374
Doctor of Nursing Practice (DNP) Program Requirements.....	376
BSN to DNP program for BSN nurses.....	377
Post-MSN DNP Program .....	378
Post-Masters Certificates within the DNP Program .....	380
School of Applied Health Sciences Graduate Programs .....	386
Post-Baccalaureate Certificate in Health Data Analytics.....	386
Professional Gerontologist Graduate Certificate .....	386
Master of Science Degree in Clinical Mental Health Counseling with an emphasis in Marriage and Family Therapy.....	387
Master of Science Degree in Health Informatics.....	388
Master of Science Degree in Kinesiology Sciences.....	390
Master of Science Degree in Speech Language Pathology.....	392
Master of Science Degree in Sport Management .....	394
Doctor of Occupational Therapy Degree.....	395
School of Orthodontics .....	397
Combined Orthodontics Certificate and Master of Science in Dentistry Program Requirements ...	399
Fellowship in Clinical Orthodontic Research Program Requirements.....	401
Dual Degree Programs .....	402
Master of Business Administration/Juris Doctor.....	402
Master of Science in Nursing/Master of Business Administration Degree Program .....	403
Master of Science in Applied Business Analytics/Master of Business Administration .....	404
Master of Science in Applied Business Analytics/Master of Science in Organizational Leadership ....	405
Master of Public Policy/Juris Doctor.....	407
Master in Public Policy/Master of Business Administration .....	408
Master in Public Policy/Marine Science (Master of Arts or Master of Science) .....	410
Master of Science in Health Informatics/Master of Business Administration .....	412
Master of Science in Sport Management/Master of Business Administration.....	413
COURSE DESCRIPTIONS – Undergraduate and Graduate.....	416
Administration .....	667
President.....	667
President’s Council .....	667
University and Academic Affairs.....	669
Colleges and Schools.....	669

Arts and Sciences .....	669
Business .....	670
Fine Arts .....	670
Healthcare Sciences .....	671
Academic Affairs Departments .....	672
Academic Advising Center .....	672
Academic Support/First-Year Experience .....	672
Center for Teaching and Learning .....	672
Experiential Learning/Service Learning .....	673
Honors.....	673
Institutional Research and Assessment.....	673
International Affairs.....	673
Library .....	673
Marine Science Research Institute .....	673
Public Policy Institute.....	674
Strategic Initiatives .....	674
Enrollment Management.....	674
Admissions .....	674
Office of Student Financial Assistance.....	675
Bursar .....	675
Registrar.....	675
Financial and Facilities Management .....	676
Marketing and Communications .....	676
Student Affairs .....	676
Enrollment Development and External Engagement .....	678
University Advancement.....	678
Intercollegiate Athletics.....	679
Head Coaches .....	680
Faculty.....	681
Special Academic Appointments .....	695
Chancellor Emerita .....	696
Board of Trustees.....	696
Ex Officios .....	696
Members.....	696
Campus Map .....	698

## Inquiries

Unless otherwise noted, 904-256-XXXX precedes University telephone extensions. Persons with hearing- and/or speech-related disabilities who require TDD assistance should contact these offices through the Florida Relay Service, 1-800-955-8771. If such callers do not have TDD equipment, contact the Student Life Office 904-256-7070.

### CAMPUS MAIN NUMBER – 904-256-7000

#### **ADMISSION & APPLICATION INFORMATION**

All new Freshmen/Transfers/Graduates  
Admission - ext. 7000  
Scholarships - ext. 7000

#### **ACADEMIC ADVISING**

Advising Center - ext. 7170  
Athletic Advising - ext. 7738

**ACADEMIC AFFAIRS** - ext. 7031

#### **ACCELERATED DEGREE PROGRAM**

Admission - ext. 7000  
Student Advising - ext. 7439, 7460

#### **AVIATION**

School of Aviation - ext. 7895

**ALUMNI RELATIONS** - ext. 7201

**ATHLETICS** - ext. 7400

#### **CAREER INFORMATION**

Career Resource Center - ext. 7054

#### **COLLEGES & SCHOOLS**

Admission - ext. 7000  
College of Arts & Sciences - ext. 7100  
    School of Education – ext. 7132  
Davis College of Business - ext. 7431, 7679  
College of Fine Arts - ext. 7345  
Brooks Rehabilitation College of Healthcare  
Sciences – ext. 7051  
    School of Applied Health Sciences – ext. 8934  
    Keigwin School of Nursing - ext. 7280  
    School of Orthodontics - ext. 7847

#### **DISABLED STUDENT INFORMATION**

Student Life - ext. 7787

#### **EMERGENCY STUDENT CONTACT**

Student Life - ext. 7070

**OFFICE OF STUDENT FINANCIAL ASSISTANCE** -  
ext. 7060

#### **GIFTS & BEQUESTS**

University Advancement - ext. 7995  
Bequests - ext. 7928

**GOVERNMENT, MILITARY AND COMMUNITY  
RELATIONS** – ext. 7021

#### **GRADUATE PROGRAMS**

Admission - ext. 7000  
Student Advising - ext. 7245  
Business: MBA/MSOL - ext. 7615,  
    EMBA-ext. 7121, DBA - ext. 7188  
Education: M.Ed., M.S. - ext. 7336  
Fine Arts: Choreography – ext. 7398  
Fine Arts: Visual Art – ext. 7861  
Health Informatics – ext. 7821  
Marine Science – ext. 7766  
Mathematics – ext. 7315  
Mental Health Counseling – ext. 8930  
Nursing: MSN, DNP - ext. 7821  
Online Graduate Programs – ext. 7821  
Orthodontics – ext. 7847  
Public Policy – ext. 7452  
Speech Language Pathology – ext. 8912  
Sport Management – ext. 7821

**INTERNATIONAL AFFAIRS** – ext. 7774

**INTERNATIONAL STUDENT INFORMATION**

Admission - ext. 7000  
Student Life - ext. 7070

**JOBS and INTERNSHIPS**

Career Resource Center - ext. 7054

**LIBRARY**

Administration - ext. 7267  
Front Desk - ext. 7277  
Interlibrary Loan - ext. 7275  
Reference Services - ext. 7263

**MARKETING & PUBLIC RELATIONS**

Marketing & Communications - ext. 7020

**MARINE SCIENCE RESEARCH INSTITUTE**

Executive Director - ext. 7766

**NURSING**

Undergraduate - ext. 7034  
Graduate - ext. 7601  
Ground Based RN-BSN - ext. 7034  
Online Nursing - ext. 7293, 7839

**ORTHODONTICS**

School of Orthodontics - ext. 7847

**PRIOR LEARNING ASSESSMENT** – ext. 7104

**READMISSION**

Former Students - Registrar - ext. 7090

**REGISTRATION**

Registrar - ext. 7090

**SCHOLARSHIPS**

Admission - ext. 7000  
Financial Aid - ext. 7060

**CAMPUS SECURITY**

Campus Security - ext. 7585  
Nights & Weekends - 256-7585

**STUDENT CERTIFICATION**

Current/Former Students - Registrar - ext. 7090

**STUDENT HOUSING INFORMATION**

Residence Life - ext. 7538

**STUDENT LIFE & SERVICES** - ext. 7070

**TRANSCRIPTS**

Written request required - Registrar - ext. 7090

**TUITION & FEE PAYMENTS**

Bursar - ext. 7081

**TUTORING**

Academic Success Center (ASC) - ext.7806

**VETERAN STUDENTS** – ext. 7638

**WITHDRAWAL**

Courses/University - Registrar - ext. 7090

## Academic Calendar

Jacksonville University operates year-round on a semester system. Day and evening classes, scheduled during fall and spring semesters, are about 15 weeks in duration for the traditional term. There are also two 8-week terms each fall, spring, and summer. JU classes also are in session during the summer semester, which includes two six-week terms, two eight-week terms, and one 12-week term.

### 2018 Fall Semester - August 27 - December 15

---

#### AUGUST

24	Friday	End Campus Fall I Accelerated Registration
27	Monday	Start of Fall semester and terms
31	Friday	End of Late Registration & 100% Refund – Traditional Term

#### SEPTEMBER

02	Sunday	End On-Line Fall I Accelerated Refund & Drop Period
03	Monday	Labor Day, no classes scheduled - Traditional Term
07	Friday	End Campus Fall I Accelerated Refund & Drop Period End Traditional Term 75% Refund Period
14	Friday	End Traditional Term 50% Refund Period
21	Friday	Deadline for Spring and Summer Incomplete Grades End Withdraw Period All Fall I Accelerated Terms End Traditional Term 25% Refund Period

#### OCTOBER

15	Monday	2019 Spring Class Schedule posted to web
19	Friday	End Campus Fall II Accelerated Registration
20	Saturday	End All Fall I Accelerated Terms
22	Monday	Start All Fall II Accelerated Terms
24	Wednesday	Fall I grades due by 8:30 am
28	Sunday	End On-Line Fall II Accelerated Refund & Drop Period

#### NOVEMBER

02	Friday	End Withdraw Period - Traditional Term End Campus Fall II Accelerated Refund & Drop Period
03	Saturday	Graduate & ADP Spring Registration begins
05	Monday	Senior Spring Registration begins
06	Tuesday	Priority Spring Registration begins
07	Wednesday	Junior Spring Registration begins
08	Thursday	Sophomore Spring Registration begins
09	Friday	Freshmen Spring Registration begins
12	Monday	Veterans Day Observed, no classes scheduled - Traditional Term
14	Wednesday	2019 Summer Class Schedule posted to web
19-23	Mon. – Fri.	Thanksgiving Holiday, no classes scheduled - Traditional Term
23	Friday	End Withdraw Period All Fall II Accelerated Terms

#### DECEMBER

10-14	Mon. – Fri.	Final Examinations - Traditional Term
14	Friday	End Traditional Term

15	Saturday	End All Fall II Accelerated Terms Degree conferral date
19	Wednesday	Final grades due by 8:30 am

### **2019 Spring Semester - January 07 – April 27**

---

#### **JANUARY**

04	Friday	End Campus Spring I Accelerated Registration
07	Monday	Start of Spring semester and terms
11	Friday	End Late Registration & 100% Refund - Traditional Term
13	Sunday	End On-Line Spring I Accelerated Refund & Drop Period
18	Friday	End Campus Spring I Accelerated Refund & Drop Period End Traditional Term 75% Refund Period
21	Monday	Martin Luther King, Jr. Day, no classes scheduled - Traditional Term
25	Friday	End Traditional Term 50% Refund Period
28	Monday	Start of 2019 Summer Registration

#### **FEBRUARY**

01	Friday	Deadline for Fall Incomplete Grades End Withdraw Period All Spring I Accelerated Terms End Traditional Term 25% Refund Period
----	--------	---

#### **MARCH**

01	Friday	End Campus Spring II Accelerated Registration
02	Saturday	End All Spring I Accelerated Terms Degree conferral date
04	Monday	Start All Spring II Accelerated Terms
10	Sunday	End On-Line Spring II Accelerated Refund & Drop Period
11-15	Mon. – Fri.	Spring Break - No classes scheduled - Traditional Term
15	Friday	End Campus Spring II Accelerated Refund & Drop Period
22	Friday	End Withdraw Period – Traditional Term
23	Saturday	Graduate & ADP 2019 Fall Registration
25	Monday	Senior 2019 Fall Registration begins
26	Tuesday	Priority 2019 Fall Registration begins
27	Wednesday	Junior 2019 Fall Registration begins
28	Thursday	Sophomore 2019 Fall Registration begins
29	Friday	Freshmen 2019 Fall Registration begins End Withdraw Period All Spring II Accelerated Terms

#### **APRIL**

12	Friday	Charter Day, no classes scheduled - Traditional Term
22-26	Mon. – Fri.	Final Examinations - Traditional Term
25	Thursday	Graduate Commencement Ceremony
26	Friday	End Traditional Term
27	Saturday	Bachelor Commencement Ceremony End All of Spring II Accelerated Terms Degree conferral date

#### **MAY**

01	Wednesday	Final Grades Due by 8:30 am
----	-----------	-----------------------------

## 2019 Summer Semester- April 29 - August 24

---

### APRIL

26	Friday	End Summer I Campus Accelerated Registration
29	Monday	Start All Summer I Accelerated Terms

### MAY

05	Sunday	End On-Line Summer I Accelerated Refund & Drop Period
09	Friday	End Campus Summer I Accelerated Refund & Drop Period
13	Monday	Start Traditional 1 <sup>st</sup> 6-Week Term
15	Wednesday	End Registration & Drop Period Traditional 1 <sup>st</sup> 6-Week Term
16	Thursday	Start Withdraw Period Traditional 1 <sup>st</sup> 6-Week & 12-Week Terms
17	Friday	End Refund Period Traditional 1 <sup>st</sup> 6-Week & 12-Week Terms
24	Friday	End Withdraw Period All Summer I Accelerated Terms
27	Monday	Memorial Day, no classes scheduled – Traditional Terms

### JUNE

07	Friday	End Withdraw Period Traditional 1 <sup>st</sup> 6-Week Term
21	Friday	End Traditional 1 <sup>st</sup> 6-Week Term End Summer II Campus Accelerated Registration
22	Saturday	End All summer I Accelerated Terms Degree conferral date
23-30	Sun.-Sun.	Summer Break All Accelerated Terms
24	Monday	Start Traditional 2 <sup>nd</sup> 6-Week Term
26	Wednesday	End Registration & Drop Period Traditional 2 <sup>nd</sup> 6-Week Term Final grades due all Summer I Terms by 8:30 am
27	Thursday	Start Withdraw Period Traditional 2 <sup>nd</sup> 6-Week
28	Friday	End Refund Period Traditional 2 <sup>nd</sup> 6-Week Term

### JULY

01	Monday	Start All Summer II Accelerated Terms
04	Thursday	Independence Day, no classes scheduled – Traditional Terms
07	Sunday	End On-Line Summer II Accelerated Refund & Drop Period
12	Friday	End Campus Summer II Accelerated Refund & Drop Period
19	Friday	End Withdraw Period Traditional 2 <sup>nd</sup> 6-Week & 12-Week Terms
26	Friday	End Withdraw Period All Summer II Accelerated Terms

### AUGUST

02	Friday	End Traditional 2 <sup>nd</sup> 6-Week & 12-Week Terms
07	Wednesday	Final grades due Traditional Terms by 8:30 am
24	Saturday	End All Summer II Accelerated Terms Degree conferral date
28	Wednesday	Final grades due All Summer II Terms by 8:30am



## 2019 Fall Semester - August 26 - December 14

---

### AUGUST

26 Monday Start Fall semester and terms

### SEPTEMBER

02 Monday Labor Day, no classes scheduled - Traditional Term

### OCTOBER

19 Saturday End All Fall I Accelerated Terms

21 Monday Start All Fall II Accelerated Terms

### NOVEMBER

11 Monday Veteran's Day, no classes scheduled - Traditional Term

25-29 Mon. - Fri. Thanksgiving Holiday, no classes scheduled - Traditional Term

### DECEMBER

9-13 Mon. – Fri. Final Examinations - Traditional Term

13 Friday End Traditional Term

14 Saturday End All Fall II Accelerated Terms

## 2020 Spring Semester - January 06 – April 25

---

### JANUARY

06 Monday Start Spring semester and terms

20 Monday Martin Luther King, Jr. Day, no classes scheduled - Traditional Term

### FEBRUARY

29 Saturday End All Spring I Accelerated Terms

### MARCH

02 Monday Start All Spring II Accelerated Terms

09-13 Mon. – Fri. Spring Break, no classes scheduled - Traditional Term

### APRIL

17 Friday Charter Day, no classes scheduled - Traditional Term

20-24 Mon. – Fri. Final Examinations - Traditional Term

23 Thursday Graduate Commencement Ceremony

24 Friday End Traditional Term

25 Saturday End All Spring II Accelerated Terms  
Bachelor Commencement Ceremony

## 2020 Summer Semester- April 27 - August 21

---

The Summer Traditional Holidays are Memorial and Independence Days

- April 27 – June 19 1<sup>st</sup> 8-Week Accelerated Term
- May 11 – June 19 1<sup>st</sup> Six Week Traditional Term
- May 11 – July 31 12 Week Traditional Term
- June 22 – July 31 2<sup>nd</sup> Six week Traditional Term
- June 29 – August 21 2<sup>nd</sup> 8-Week Accelerated Term

## General Information

### Accreditation

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

Inquiries about admission requirements and financial aid should be directed to the Jacksonville University Vice President of Enrollment Management. Inquiries about academic programs should be directed to the Jacksonville University Provost and Chief Academic Officer.

### Aviation

The School of Aviation holds accreditation from the Aviation Accreditation Board International (AABI) for the Bachelor of Science degrees in Aviation Management & Flight Operations (AVO) and Aviation Management (AVM).

### Business

The Davis College of Business is North Florida's only private business school accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

### Clinical Mental Health Counseling

Jacksonville University's Clinical Mental Health Counseling Program is seeking accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Full accreditation is anticipated to be conferred in the 2018-2019 academic year. While the current program is not yet accredited, it does meet the state requirements for licensure.

### Dance and Music

Jacksonville University is an accredited institutional member of the National Association of Schools of Music (NASM) and the National Association of Schools of Dance (NASD), and the curricula in music and dance meet association standards.

### Education

The School of Education Teacher Education Preparation Programs are approved by the Florida Department of Education.

### Nursing

The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice programs at Jacksonville University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

### Occupational Therapy

The entry-level Doctor of Occupational Therapy degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA: (301) 652-AOTA ([www.acoteonline.org](http://www.acoteonline.org)).

## **Orthodontics**

The School of Orthodontics Advanced Specialty Education Program in Orthodontics and Dentofacial Orthodontics is accredited by the Commission on Dental Accreditation.

## **Speech-Language Pathology**

The Master of Science program in speech-language pathology at Jacksonville University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

## **Mission, Values & Vision**

### **Mission**

The Mission of Jacksonville University is to prepare each student for lifelong success in learning, achieving, leading, and serving.

As the oldest and largest private four-year university in northern Florida and southern Georgia, the University seeks to comprehensively serve an ethnically and geographically diverse, largely undergraduate student body in cutting-edge baccalaureate, master, doctorate, and professional certification programs.

The Jacksonville University learning community provides highly personalized service, small class sizes, interdisciplinary collaboration, undergraduate and graduate research experiences and an extensive array of educational and co-curricular programs. Our learning experience emphasizes engaged learning, creative and fearless thinking, and real-world experiences with a strong liberal arts foundation.

### **Values**

In the Jacksonville University learning and living community we value:

- students and the quality of their learning/living experience as the highest priority;
- faculty and student engagement through teaching, learning, scholarship-and doing within an environment of excellence and academic freedom;
- service to the University, community and society; and
- honesty, integrity and mutual respect.

### **Vision Statement**

Jacksonville University will be a nationally and internationally recognized university known for the success of its students, an inviting and supportive campus, innovative and signature programs, and strategic partnerships across industries.

## **University Profile**

Jacksonville University is a private, independent institution. The University offers a balanced approach to coeducational higher education, combining the best attributes of the liberal arts and sciences tradition and professional studies. As a result, students are equipped to succeed in meaningful careers and advanced study at the graduate level and to function as well-educated, engaged global citizens. This balanced educational approach allows students to respond confidently to evolving career or personal opportunities. Jacksonville University offers a rigorous curriculum that addresses the diverse interests, curiosities, educational and intellectual needs of the total person. While its Core Curriculum exposes

students to the broad spectrum of human thought and accomplishment, each major offers specialization for specific career or life pursuits

The College of Arts and Sciences, the Davis College of Business, the College of Fine Arts, the Brooks Rehabilitation College of Healthcare Sciences, and the Marine Science Research Institute and the Public Policy Institute conduct JU's traditional undergraduate and graduate academic programs. Offering more than 50 undergraduate majors, the University confers the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Music Education. Pre-professional studies are available for students interested in dentistry, law, medicine, pharmacy and veterinary medicine. The Aviation Program is offered in cooperation with L3 Airline Academy, owned by L3 Commercial Training Solutions.

Jacksonville University maintains a legacy of service to the community. It has been an ardent supporter and provider of cultural and educational programs that enhance the quality of life for Florida's First Coast.

Recognizing the educational needs of working adults, JU also offers baccalaureate programs during evening hours, weekends, at off-campus locations, and in accelerated formats that assist nontraditional students with the completion of a college degree. The Adult Degree Program administers degree completion options for nontraditional and adult learners. The eight-week accelerated class options offer intensive studies during weekday evenings and on weekends. Students enrolled may earn a Bachelor of Science (B.S.) degree in Social Sciences, a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Interdisciplinary Studies, or a Bachelor of Business Administration (B.B.A.) degree with majors in Business Administration, Finance, Marketing and/or Management.

Graduate programs in Business, Choreography, Clinical Mental Health Counseling, Education, Health Informatics, Kinesiology, Mathematics, Marine Science, Nursing, Occupational Therapy, Orthodontics, Speech Language Pathology, Sport Management, and Visual Arts infuse the community with highly skilled professionals who are instrumental in strengthening the local economy, improving the quality of elementary and secondary education, and meeting the health care requirements of our citizens.

The College of Arts and Sciences offers a Master of Science in Leadership and Learning and the Master of Arts/Master of Science degree in Marine Science. Students may pursue a 5-year combined Bachelor of Science/Master of Arts degree in Marine Science. A combined 5-year Bachelor of Science/Master of Education degree in Elementary Education is also offered through the College of Arts and Science School of Education.

The Davis College of Business has a Master of Business Administration (M.B.A) offered in three formats; the day-time M.B.A. program, the evening M.B.A. program, and the Executive M.B.A. program. The Davis College of Business also offers a Master of Science in Organization Leadership, a Master of Science in Applied Business Analytics, and a Doctor of Business Administration degree program. A 4 + 1 undergraduate degree/Master of Business Administration degree is offered through the Davis College of Business. Also, dual Masters degrees are offered in cooperation with the Brooks Rehabilitation College of Healthcare Sciences, the Public Policy Institute, and the Florida Coastal School of Law.

The College of Fine Arts offers the Master of Fine Arts degree in Choreography and in Visual Arts.

The Brooks Rehabilitation College of Healthcare Sciences offers a Master of Science in Nursing (M.S.N.) with cognates in Clinical Nurse Educator, Leadership in Healthcare Systems, Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner with the option of Emergency Nurse Practitioner Specialization, Psychiatric Mental-Health Nurse Practitioner, dual Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner, Nursing Informatics, and a dual degree program with the Davis College of Business: Master of Science in Nursing & Business Administration, as well as Master of Science degrees in Speech-Language Pathology, Health Informatics, Clinical Mental Health Counseling, Kinesiological Sciences, and Sport Management. The college also offers the Doctor of Nursing Practice degree in both a post MSN to DNP program and a BSN to DNP program, and a new Doctor of Occupational Therapy, which started in the Summer of 2018. The School of Orthodontics offers a combined Orthodontics Certificate and Master of Science in Dentistry, and a Fellowship in Clinical Orthodontic Research.

The Public Policy Institute offers a unique interdisciplinary Master in Public Policy degree. Additionally, the Institute offers the following dual degrees: a Master in Public Policy/Juris Doctor (MPP/JD) degree in cooperation with Florida Coastal School of Law; a Master of Public Policy/Master of Business Administration (MPP/MBA) degree in cooperation with the Davis College of Business; and a Master in Public Policy/Master of Arts in Marine Science (MPP/MA) or Master of Science in Marine Science (MPP/MS) degree in cooperation with the Marine Science Research Institute.

The strength of our programs is a function of the University's nationally recognized faculty, some of whom honored by such organizations as the Carnegie Foundation for the Advancement of Teaching, the Council for the Advancement and Support of Education, the Pew National Fellowship Program, the Fulbright Scholarship Program, and the American Council on Education. Each of Jacksonville University's 219 full-time professors is committed to classroom teaching.

A low student-to-faculty ratio assures students of individual attention and meaningful interaction with professors and classmates. JU's average class size is 16. Although JU faculty place high priority on teaching, they also pursue research and writing projects, not as ends in themselves, but as means to maintain and enhance the quality of instruction. This concern for students is an incalculable advantage to those who seek an academic environment that is both stimulating and supportive.

Jacksonville University embraces diversity, including geographical and cultural diversity. Half of our students hail from out-of-state, mostly from the east coast. Our current population represents all 50 states and territories, including Hawaii, Puerto Rico, the Virgin Islands, and 51 foreign countries. In the traditional undergraduate program, women comprise 53 percent of JU's student body; men, 47 percent. Approximately 93 percent of JU's traditional undergraduate student body attends full-time and the majority of our students live on campus.

## History

Jacksonville University's modest beginnings in 1934 included "an opportunity for citizens of Jacksonville and vicinity to obtain a standard collegiate education without leaving the city" and "to fill the need for a center of culture for Jacksonville." The William J. Porter University opened its doors as a two-year community college. Within a year, the institution was renamed Jacksonville Junior College to identify more accurately with its city and programs.

The College's first ten years were a struggle for survival, but by 1944, the first full-time president and faculty had moved into the Kay Mansion in Jacksonville's fashionable Riverside area. With returning

World War II veterans swelling the student ranks and projected enrollments increasing, plans for another move were soon underway.

In 1947, the Board of Trustees commissioned a master plan for development of a new campus in suburban Arlington. In 1950, the College relocated to its present site in its first permanent structure, the Founders Building. With the decision to expand into a four-year program in 1956, Jacksonville Junior College became Jacksonville University. Shortly thereafter, the Jacksonville College of Music merged with the University. In 1961, JU was accredited by the Southern Association of Colleges and Schools, and the College of Music was renamed the College of Fine Arts due to the addition of programs in drama, art and fine arts.

In May 1967, the College of Arts and Sciences was established by combining the academic divisions of business administration, education, humanities, science and mathematics, and social sciences. The Davis College of Business opened in 1979. Graduate studies leading to the Master of Business Administration degree began the following year and the Doctor of Business Administration degree started in the fall 2014. The Brooks Rehabilitation College of Healthcare Sciences is home to the Nursing program (BSN, MSN, and DNP degrees) as well programs and degrees in the areas of Kinesiology, Communication Sciences Disorders, Health Informatics, Clinical Mental Health Counseling, Occupational Therapy, and Sport Management.

In 1983, JU established its Division of Aeronautics, now the School of Aviation. The division now offers careers in aviation management or aviation management plus flight operations. The Davis College of Business added the Executive MBA program in 1984. In 1986, an adult studies program was established as the College of Weekend Studies under the administrative supervision of the Davis College of Business. This program is now the JU Adult Degree Program.

In 2003, the School of Orthodontics was established and is now part of the Brooks Rehabilitation College of Healthcare Sciences. The two-year Advanced Education Program in Orthodontics and Dentofacial Orthopedics received full accreditation without reporting requirements from the Commission on Dental Accreditation in August of 2006. The initial program offering consisted of a C.A.G.S., Certificate in Advanced Graduate Studies. Currently, a one-year Fellowship in Clinical Orthodontic Research program and a combined Certificate in Orthodontics and a Master of Science in Dentistry is offered.

In 2012, JU created a Public Policy Institute (PPI), offering the first and only Master of Public Policy (MPP) program in the state of Florida. PPI seeks to prepare graduate students for leadership roles in the public, private, and non-profit sectors through the in-depth study of public policy. As the Institute celebrates its sixth year, the development of core skills in policy analysis, quantitative methods, management, and leadership spans across multiple program offerings, including dual degree combinations with Juris Doctorate, Master of Business Administration, and Master of Science.

In Fall 2017, Jacksonville University returned to its roots in Downtown Jacksonville establishing Jacksonville University Downtown at 76 S. Laura Street. JU Downtown was created with the adult working professional in mind and with the belief that a high-quality university education should not be limited by bricks and mortar, geographic proximity, or traditional classroom hours. The downtown campus is home to the Nathan M. Bisk Center for Professional Studies. The mission of the Center for Professional Studies is to collaborate with Jacksonville University's academic units to develop and provide quality, rigorous educational programs utilizing online, hybrid, and cohort delivery models. The

center serves to support students in achieving their academic and professional goals, support faculty utilizing innovative pedagogy, support the community by ensuring graduates are workforce ready.

As part of JU Downtown, the Center shares the Downtown campus vision. Jacksonville University believes that education shapes every aspect of a person's life, brings communities together to solve complex problems, and creates the vision for a future filled with innovation. The Downtown Campus and the Center for Professional Studies aims to connect citizens of Jacksonville to global society through higher education.

### Logo, Seal, Symbol and Icon

The majestic oak trees that grace the JU campus inspired its seal, symbol, and icon. A universal representation, the oak tree embraces both Jacksonville University's spirit and commitment to the future, as well as its roots in history, heritage, and values. The oak tree now is the centerpiece of the University seal.



**JACKSONVILLE  
UNIVERSITY**

### Campus and Facilities

Nestled among majestic, moss-shrouded oaks on the banks of the St. Johns River, JU's 250 acre suburban campus is only ten minutes from downtown Jacksonville and 20 minutes from Atlantic Ocean beaches. In the 2016-2017 academic year, the JU campus became an official Tree Campus USA® and was recognized by the Arbor Day Foundation for its commitment to effective urban forest management.

#### **Alexander Brest Dance Studio**

The Alexander Brest Dance Studio, unsurpassed in the area, is a double-tiered, multi-windowed studio for dance study and related activities.

#### **Art Research Centers**

The newly expanded 2D and 3D Art Research Centers house spacious drawing, illustration and printmaking studios, the largest glass shop in the southeast, a comprehensive wood and metal sculpture shop, a well-equipped ceramics studio and personal reflective studio space for majors.

#### **Bartlett Kinne University Center**

The Bartlett Kinne University Center features magnificent views of the campus, athletic fields, and St. Johns River. It is a hub of student activity and includes campus dining facilities, the post office, bookstore, banquet rooms, student lounges and a Starbucks.

### **Carl S. Swisher Library**

The Mission of the Carl S. Swisher Library is to provide the best access to current, relevant, and historical information to the JU community. We provide quality information resources in multiple formats and have liaison outreach to support the academic programs. We offer guidance in research and review of sources, and teach critical thinking skills to evaluate the quality of sources and publications. The Library is viewed as a place on campus to get work done and provide a physical collaborative gathering space to foster student learning and personal growth.

Check out our dynamic digital collections by conveniently accessing our electronic databases, eBooks, and streaming content by visiting <http://www.ju.edu/library>. Online users have access to high quality academic research at their fingertips at any hour or location. When using the physical space, collaborative tables with smart TVs, charging stations, upgraded electrical outlets, and a Fit Desk are available to students to enhance the learning experience. The Carl S. Swisher Library has books that circulate and items on reserve, computer labs, quiet study areas, group study rooms, free DVD check-out, a popular reading collection, and a staff committed to meeting your needs.

The Academic Support Center (ASC), located on the upper level of the Library, provides free peer tutoring and a variety of academic support services to JU students. The First-Year Experience Office, located in the Academic Support Center, oversees the *JU 101 and JU 103 First-Year Experience* courses. JU 101 instructors create supportive communities where first-year students learn advanced tips and techniques to successfully navigate their transition from high school to college. On the opposite end of the same floor is the Marilyn Repsher Center for Teaching and Learning, offering learning opportunities and production facilities for faculty. The Johnson Training Lab, on the lower level, is used for library instruction as well as group training by faculty and administrators.

### **Davis College of Business Building**

The Davis College of Business building is a state-of-the-art facility with classrooms, faculty offices, executive seminar rooms, tiered lecture rooms, computer labs, lounges, and a casual dining facility. It is here that many VIP speakers, community mentors, and other guests converge in a variety of events, including town hall meetings, debates, conferences, media avails, and annual speaker series.

### **Davis Student Commons**

The new Davis Student Commons provides students with a central gathering place for fun and activities. The facility houses a fully-equipped campus fitness center, offices for student clubs and organizations, the campus radio station, Chik-fil-a, the Career Resource Center, and much more.

### **Founders and University Council Buildings**

The Founders and University Council buildings are two of the original campus structures. These buildings feature large inner garden courts and contain the dean of the College of Arts and Sciences, Academic Advising Center, classrooms, computer labs, faculty and administrative offices.

### **International Institution Partners**

Jacksonville University is the school of record and official transcripator for courses taught at two international institutions.

Barcelona SIS  
Calle Trafalgar, 14, 2, 1  
08010 Barcelona  
SPAIN

Sant'Anna Institute  
Via Marina Grande, 16  
80067 Sorrento NA  
ITALY



### **Jacksonville University Downtown**

JU Downtown is comprised of two locations: the 18th floor of the VyStar Tower located at 76 S. Laura Street and WJCT located at 100 Festival Park Avenue. The VyStar Tower is the headquarters for the Nathan M. Bisk Center for Professional Studies. This 15,000 square foot multi-functional space has sweeping views of the St. Johns River, as well as downtown Jacksonville and contains four state of the art classrooms, conference areas, and offices. WJCT offers modern art film studios, which provide students, professors, and staff with access to filming and editing facilities, as well as all necessary equipment needed to support students in the development of the highest quality productions.

### **J. Arthur Howard Administration Building**

The Howard Administration building, completed in 1972, contains the offices of the president, provost, registrar, admission, controller, financial resources, financial aid, communications and various administrative offices.

### **J. Henry Gooding Building**

The J. Henry Gooding building is headquarters for all social science disciplines, Honors Lounge and Office, Experiential and Service Learning Office, and International Programs including Study Abroad. It includes a large auditorium/lecture hall, classrooms, two computer classrooms, and faculty offices.

### **Brooks Rehabilitation College of Healthcare Sciences**

The Brooks Rehabilitation College of Healthcare Sciences is comprised of two adjacent buildings, occupying 60,000 square feet. The Main Building is home to the School of Applied Health Sciences and the Keigwin School of Nursing. The adjacent Building primarily houses the School of Orthodontics.

### **Marine Science Research Institute**

To preserve and protect Jacksonville's most significant natural asset by exploring solutions for the various local aquatic environments, in 2010 Jacksonville University established the Marine Science Research Institute (MSRI) on the banks of the St. Johns River. Since our local waters share concerns with similar ecosystems nationwide, the research work accomplished at the MSRI will have national benefits. Florida Fish and Wildlife Northeast Field Lab, the St. Johns Riverkeeper and an environmental laboratory all share space in the 30,000 square-foot facility and work together toward a common goal of preserving North Florida's waterways through research and education. The Marine Science undergraduate and graduate programs are housed in the MSRI.

A Leadership in Energy and Environmental Design (LEED)<sup>®</sup> Gold-certified building, the MSRI is energy efficient, complete with solar hot water system and a rainwater harvest system for non-portable usage. The MSRI achieved their certification for lighting, water and material use, as well as incorporating a variety of other sustainable strategies. By using less energy and water, LEED-certified buildings save money for families, businesses and taxpayers; reduce greenhouse gas emissions; and contribute to a healthier environment for residents, workers and the larger community.

OCEARCH at Jacksonville University has its academic home in the JU campus in the Marine Science Research Institute, and the M/V OCEARCH vessel is home-ported in Jacksonville, Florida when it is not on expedition. Chris Fischer, the world-renowned founder and CEO of OCEARCH, is Jacksonville University's Explorer in Residence, helping to lead our programs and provides unequalled opportunities for our students to gain real-world, hands-on learning in ocean research

### **Merritt C. Penticoff Science Building**

The Merritt Penticoff Building houses the Division of Science and Mathematics and serves as the classroom and laboratory facility for the Computing Science, Mathematics, and Physics majors.

### **Nelms and Swisher Science Buildings**

Chemistry, Biology and Engineering share space in the Nelms and Swisher complex.

### **Phillips Fine Arts Building and Alexander Brest Gallery**

The Phillips Fine Arts building includes a newly renovated tri-room exhibition space, rehearsal and practice rooms, studios, classrooms, and faculty and administrative offices. The gallery is free and open to the public Monday through Friday, 9:00 a.m. to 4:30 p.m. when school is in session. The gallery regularly hosts 2-dimensional and 3-dimensional exhibits by distinguished regional and national artists, as well as works by JU faculty and students.

### **Recreation Facilities**

These facilities include historic Swisher Gymnasium; Sessions Baseball Stadium; Brest Baseball Field; Keith Watson Tennis Complex; Ashley Sports Complex/Milne Field, a football/track-and-field facility; Southern Oak Soccer Stadium; Debbie & Fred Pruitt Softball Complex; The outdoor Wurn Pool; Dolphin Beach Volleyball Courts; Dolphin Green; Cost Trail, Kurzius Beach & Pavilion, Strom Amphitheater, and Swisher Golf Practice Facility.

### **Reid Medical Science Center**

The Reid Medical Science Center houses classrooms, laboratories, and a 92-seat auditorium that serve biology, marine science, nursing, and pre-health programs in medicine, dentistry, veterinary science, and pharmacy. Science activities are centered in the complex of Nelms, Swisher, Penticoff, and Reid buildings.

### **The River House**

The River House, which formerly housed the University presidents and later administrative offices, recently went through a \$1.5 million renovation project in 2014 and is now a signature location for student events, socializing, high profile receptions, and a bite to eat. Overlooking our pool and sand volleyball courts, the '50s-era ranch structure is a 5,000 square-foot mecca with interactive flat screen TVs, food service, wireless technology, conference and meeting rooms, a screen porch, and more.

### **Student Residence Halls**

Jacksonville University provides a variety of on-campus living experiences for its diverse student population. Jacksonville University is proud to provide housing to approximately 1,150 students. Residence hall options include a "first year" hall for incoming students, as well as "suite style" and "apartment style" residence halls for returning and upperclassmen students. All residence halls are air-conditioned, and include both physical and wireless internet access. For additional information regarding Residential Life and university residence halls, please visit <http://www.ju.edu/ResidentialLife> or contact the Office of Residential Life at 904-256-7538.

### **Swisher Theatre**

Swisher Theatre seats nearly 400 guests for dramatic and musical productions presented by the College of Fine Arts, theatre arts majors, and other students.

### **Terry Concert Hall**

Opened in 1991, Terry Concert Hall is an architectural-award winning, 400-seat concert hall and has welcomed a variety of world renown guests and performers over the years, as well as student performers. The Hall recently underwent a major renovation, including a major art installation and unmatched acoustics in the area for voice performance and small or large instrumental groups.

### **Tillie K. Fowler NROTC Building**

In 2004 the NROTC building was named in Tillie K. Fowler's honor to recognize her leadership, effectiveness and dedication to national security, and her dedicated work on behalf of Jacksonville University. The building contains the offices of the commanding officer, staff, conference room, student classroom and wardroom.

## **Jacksonville and Northeast Florida**

Metropolitan Jacksonville is northeast Florida's financial, commercial, industrial, and transportation center, as well as home to nearly one million people. In addition to a moderate winter and summer climate, Jacksonville offers many advantages to JU students. As a result of its dominant business orientation, Jacksonville offers a multitude of internship and work opportunities. JU is fortunate to have internship arrangements with many of the city's leading business and industrial organizations.

In terms of cultural, entertainment, and recreational offerings, the city is home to the Jacksonville Symphony Orchestra (JSO), one of the oldest permanent symphony orchestras in the state, as well as the Florida Ballet and Theatre Jacksonville. A variety of national and internationally reknown entertainment can be found at the Florida Times-Union Center for the Performing Arts, the Florida Theater, and the Veteran's Memorial Coliseum. For art lovers, the Museum of Contemporary Art Jacksonville (MOCA), the Cummer Museum of Art and Gardens, the Museum of Science and History and the weekend Riverside Art Market offer a variety of attractions and exhibits.

Outdoor activities can be found at such places as the Jacksonville Zoological Garden as well as the hundreds of parks through out the city. Jacksonville is home for the NFL's Jacksonville Jaguars, and the Jacksonville Jumbo Shrimp minor league baseball team. It was also home to the NFL's 2005 Super Bowl. Beautiful and sunny Atlantic Ocean beaches are just minutes from campus. The city also offers a myriad of golf courses and tennis facilities, as well as major PGA and ATP tournaments. Fishing, both fresh and saltwater, and water sport opportunities abound. Popular river walks on the south and north banks of the St. Johns River in downtown Jacksonville attract residents and visitors alike.

Historical sites within an hour's drive of the JU campus mirror Florida's colonial heritage. The nation's oldest city, St. Augustine, is 40 miles south, and its imposing Castillo de San Marcos is a reminder of Florida's history under Spanish rule. Fort Clinch, near Fernandina Beach, is a Civil War-era military fortress built to defend the seaward approach to Cumberland Sound. The Fort Caroline Memorial, only moments north of the campus, is the remnant of an ill-fated French Huguenot settlement.

## General Policies

### Disclaimer Notification

Jacksonville University intends to adhere to the rules and regulations, course offerings, and financial charges as announced in this Catalog and in other publications. The University, nevertheless, reserves the right to withdraw any subject or course, to change the academic calendar, to change rules affecting the admission and retention of students or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are desirable or necessary. Attendance at Jacksonville University is a privilege that may be forfeited by anyone whose conduct is inconsistent with the traditions, policies, or regulations of the University.

### Non-Discrimination

Jacksonville University is an equal opportunity institution in accordance with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. JU's policy is to recruit, retain, and promote qualified students, faculty, and staff regardless of a person's race, color, sex, sexual orientation, religion, age, marital status, national origin, disability or status as a disabled veteran.

Inquiries or information requests should be directed to the Director of Human Resources (non-students) or to the Student Life Office (students).

### Sexual Harassment

Jacksonville University is committed to creating and maintaining an educational and employment environment free of objectionable or disrespectful behavior or communication that interferes with the activities or performance of a student or employee, or creates a hostile, intimidating, or threatening environment. The University prohibits sexual harassment, which is defined by the Equal Employment Opportunity Commission as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, enrollment, or education;
- submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or academic experience or creates an intimidating, hostile, or offensive work or academic environment.

Violations should be reported to any member of the University's Sexual Harassment Committee or the Director of Human Resources (non students) or to the Student Life Office (students).

### Public Law and Order

Jacksonville University is chartered by the State of Florida as a private, nonprofit, and independent institution of higher learning. The University seeks carefully to abide by all rules of law, whether local, state or national.

JU expects the entire University community – trustees, faculty, administration, staff and students – to live as good citizens governed by law. The University will officially take cognizance of illegal acts that may be committed by members of the academic community.

## **Student Conduct**

All students will be held responsible for conforming to all local, state, and federal laws and for behaving in a manner consistent with the best interests of the University as an educational institution and of the student body.

The University ethos and all rules and regulations are expressed in this Catalog and/or "The Green Pages" Student Handbook found on the JU Website. All students are expected to be thoroughly acquainted with the contents of both and to abide by all University rules, regulations and standards.

### **Disruptive Classroom Behavior Policy**

Disruptive behavior is prohibited. Disruptive behavior includes but is not limited to conduct that interferes with or obstructs the teaching or learning process. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not itself disruptive behavior and is not prohibited.

#### **1. Temporary Removal of Student from Class or Other Educational Experience**

When any student, acting individually or in concert with others, obstructs or disrupts, or attempts to obstruct or disrupt any teaching, or any other activity authorized to be discharged on behalf of the University or held on the University's premises, the student may be asked to stop the disruptive behavior by an instructor or staff of the University. If the student continues, an instructor/staff member is authorized to tell the student to leave the area or classroom and, if the student will not leave, to call Campus Security. The instructor/staff must immediately call Campus Security (904-256-7585), without prior request to the student, if presented with an unsafe situation, threatening behavior, violence, knowledge of a crime, or in other appropriate circumstances.

#### **2. Withdrawal of Student from Class or Other Educational Experience**

When a student disrupts a class or other educational experience, or if the student's behavior or lack of preparation is detrimental to the educational experience of others, or if the student is compromising the learning environment, the instructor may take action to withdraw the student from the class or educational experience as a result of this significant and/or repeated behavior.

To do this, the instructor shall:

- Provide the student written notice of intent to withdraw the student from the class or educational experience, with an explanation of the instructor's reason(s), and provide a copy to the instructor's department chair (or, when there is no department chair, to the dean of the instructor's college or school).
- The notice should schedule a meeting with the student and the department chair (or, when there is no department chair, with the dean of the instructor's college or school) to occur within 3 business days of the notice.
- The instructor may bar the student from the class or educational experience pending the result of the meeting, and the written notice should advise the student if there is such a bar.
- At the meeting, the student may have one advisor. Following the meeting, the instructor shall decide whether to withdraw the student from the class or educational experience.
- If the student is not withdrawn, the student will be provided the opportunity to complete all assignments/exams that may have been missed.
- If a student is withdrawn, his or her grade will be recommended by the instructor.
- The student may appeal this decision within 3 business days in writing to the academic dean or designee.
- During the student's appeal, the student remains withdrawn from and is barred from attending the class. The academic dean or his/or her designee's decision on this appeal is final.

### 3. Referral to Student Life

Instructors, faculty members, academic deans, and/or department chairs are also encouraged to report student conduct issues to the Student Life office. This reporting ensures that any other student code of conduct related behavior is appropriately addressed with the student.

### **Parking and Traffic Regulations**

Driving and parking on the JU campus are considered privileges under the jurisdiction of the Senior Vice President of Student Affairs and Dean of Students. Reckless or unsafe driving, speeding or illegal parking will result in disciplinary action and/or fines.

University students and employees must register their vehicles annually with Campus Security, normally at the beginning of the fall term. At the time of vehicle registration, a parking decal will be issued. Vehicle owners/drivers who register vehicles will receive a copy of the parking and traffic rules and regulations at the time of vehicle registration.

Noncompliance with the rules and regulations concerning safe operation of vehicles on campus and parking will result in penalties. These penalties will range from fines to having your vehicle booted, towed from campus, to loss of parking privileges. Failure to pay parking fines within 30 days may result in additional fines and possible booting and/or towing. Final grades, transcripts, and diplomas will be withheld from students until fines and any late fees are paid. University employees are also subject to the parking rules and regulations and administrative action for violations.

### **Smoke Free Campus Policy**

#### Objective

Jacksonville University is invested in maintaining a safe and healthy environment for our students, employees, alumni and visitors. Research shows that the smoking of tobacco products constitutes a significant health hazard. The smoking of tobacco products has been specifically identified as a contributing factor in a number of university facility fires across the nation, many of which have resulted in fatalities or major damage.

#### Rationale

- Tobacco use is the leading cause of preventable disease and death in the United States. ([www.cdc.gov](http://www.cdc.gov)).
- Research findings confirm, and the U.S. Surgeon General affirms, that tobacco use and exposures to secondhand smoke by non-users constitute a significant health hazard. ([www.surgeongeneral.gov](http://www.surgeongeneral.gov))
- Jacksonville University is invested in protecting the health and wellbeing of its employees, students and visitors.
- Adoption of a smoke-free policy has the potential to reduce maintenance costs, improve productivity, reduce initiation of new tobacco users and increase tobacco-cessation rates. ([www.cdc.gov](http://www.cdc.gov))
- Through the Florida Clean Indoor Air Act, the state of Florida acknowledges that lighted tobacco products constitute significant health hazards to users and non-users. ([www.leg.state.fl.us](http://www.leg.state.fl.us))
- Lighted tobacco products are also a safety concern since they have been identified as contributing factors in numerous accidental fires. Currently 766 college campuses in the U.S. have adopted tobacco-free related policies. ([www. http.tobaccofreecampus.org](http://www.http.tobaccofreecampus.org))

#### Policy

Effective August 7, 2017, Jacksonville University shall be a “smoke-free” campus, and prohibits the use

of all lighted tobacco products on all property that is owned, operated, leased, occupied, or controlled by the University. "Property" for purposes of this policy includes:

1. Buildings, structures, enclosed bridges and walkways, university carts and vehicles, personal vehicles in these areas, and any other indoor areas owned or managed by the university.
2. Parking lots, parking garages or structures, grounds, sidewalks, rooftops, plazas, courtyards, entrance/exit ways, university-owned or -leased vehicles, and any other outdoor areas owned or managed by the university.

This policy applies to all Jacksonville University students, employees, consultants, contractors, visitors and external individuals, companies renting university-owned space, and property owned or managed by Jacksonville University.

#### Definitions

1. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe or any other lighted or heated tobacco or plant product, including marijuana, intended for inhalation in any manner or form. "Smoking" also includes the use of an e-cigarette that creates a vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this policy.
2. "Tobacco Products" means all forms of tobacco, including but not limited to cigarettes, cigars, pipes, water pipes (hookah), e-cigarettes (any device intended to simulate smoking).
3. "Members of the University community" include its faculty, staff, students, volunteers, customers and visitors.
4. "Property" includes buildings, structures, grounds, parking lots or structures, enclosed bridges and walkways, sidewalks, university carts and vehicles, as well as personal vehicles in these areas.

#### Enforcement

##### Students:

Violations of the policy will be addressed in accordance with current University policies and procedures. Accordingly, students may expect a University response under the student code of conduct. The University encourages students to engage in an approach of collective responsibility to hold each student accountable to smoke free policy expectations. Additionally, traditional reporting resources of Campus Security and Residential Life are available for support and enforcement of the policy.

##### Employees:

Violations of this university policy that involve employees should be reported to the employee's immediate supervisor or department head to be formally addressed. Reports that are unable to be resolved through intervention at the department level may involve the office of Human Resources. The University also encourages employees to engage in an approach of collective responsibility to hold each employee accountable to smoke free policy expectations.

##### Visitors:

Visitors and vendors on campus may not be knowledgeable of the policy. The campus community shares the responsibility to respectfully edify them that Jacksonville University is a smoke-free campus. Campus Security is to be notified in situations involving visitors, including vendors, observed to be using smoke or tobacco products, and who fail to comply after being advised of the policy. Further refusal to respect the policy may result in a visitor or vendor being required to leave campus. Additionally, members of the campus community will be held accountable for the behavior and conduct of their guests/visitors while they are on University property. All visitors/guests are expected to adhere to all University policies. Campus Security retains authority to directly enforce adherence to this policy at all times with any and all campus constituents. However, it remains the University's expectation for compliance to be assured through the shared responsibility of the Jacksonville University community.

### Exceptions

The smoking of tobacco products may be permitted for controlled research with prior approval of the Provost, the Institutional Review Board, and the Dean of Students.

Tobacco use and/or smoking on campus may be permitted for educational or religious ceremonial purposes with prior approval of the Provost and Dean of Students.

### **Intellectual Property Policy**

Scope of the Policy:

- This policy applies to all faculty, staff, and students (hereafter noted as "author/inventor" unless specifically designated) at Jacksonville University whether associated with the University in a full- or part-time capacity.
- This policy also covers non-employees (consultants, subcontractors, etc.) of Jacksonville University who participate in research, teaching, scholarship, or supportive activities provided for by the University on or off campus.
- This policy applies uniformly across Jacksonville University without regard to the individual's rank, status, or department.

Intellectual Property Subject to this Policy

- Copyright – An original work of expression by an author, artist, composer, or programmer.

Education-related examples include but are not limited to:

- Journal articles, books, course syllabi, lectures, printed instructional materials, manuals, examinations;
  - Novels, short stories, poems, theses
  - Artwork, graphic designs, sculptural works, photographs;
  - Dramatic compositions, choreographic works, musical arrangements;
  - Audiovisual works, motion pictures, videotapes;
  - Computer programs, computer controlled multimedia, websites
- Patent – A unique invention, process, design, or plant. Examples include but are not limited to: devices, electrical circuits, computer software, medical devices, manufacturing processes, new bacteria, newly discovered genes, methods of doing business, and uniquely shaped or ornamented articles or objects.
  - Trademark – Distinctive words and graphic symbols used to identify and distinguish a product from others in the marketplace.

Ownership and Rights:

#### **A. Individual Efforts**

**1.** All rights and ownership reside exclusively with the author or inventor of the Intellectual Property if:

- a.** The Intellectual Property was generated as a result of individual effort and initiative.
- b.** The Intellectual Property is a pedagogical, scholarly, artistic, or aesthetic work that is not part of a directed assignment from the University. Unless otherwise specified in a sponsored agreement, such as a grant or contract award document, contract or another policy (see Section "C"), the author or inventor retains the copyright in pedagogical, scholarly, artistic, or aesthetic works produced through the normal usage of sabbaticals, release time, and professional development grants through University programs.
- c.** Only incidental use of University facilities and resources was involved in producing the Intellectual Property. This includes instructional technologies that might be associated with online courses where the technology simply supplies a delivery mechanism and does not contribute to the authorship or creative process.



**d.** The Intellectual Property is course material, such as syllabi, websites, recordings of classroom activities, assignments, and tests, that is developed at the University by the author or inventor, unless grant or other outside funding sources indicate otherwise. The university shall be permitted to use such Intellectual Property for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

**e.** The Intellectual Property was created by a student, not employed by the University, solely for the purpose of satisfying a course or degree requirement, including papers, theses, articles, music, or art. This does not apply if the student was employed, specifically assigned, and/or funded by the University or through a sponsored agreement issued to the University (see Section "C"). Intellectual Property created by students in connection with course assignments or in response to surveys administered by the University shall be available for the university to use for internal instructional, educational, and administrative purposes, including the assessment of student learning outcomes.

**2.** In the case that the Intellectual Property is an "Individual Effort", a written disclosure to the Office of the Provost and Chief Academic Officer is not necessary.

**3.** Jacksonville University will be granted royalty-free license to use the Intellectual Property for internal instructional, educational, and administrative purposes as long as the individual is employed by the University.

#### **B. University Assisted Effort**

**1.** When the University provides the significant use of University resources to assist in developing the Intellectual Property, the University is entitled to certain rights and privileges.

**2.** "Significant Use of University Resources" is defined as the use of University resources that is over and above the normal level of funding, release time, sabbatical, library resources, research assistance from librarians, students, and/or graduate assistants, secretarial or clerical assistance, word processing equipment, databases and equipment already owned or licensed by the University, specialized facilities, or other support services for the production of Intellectual Property typically provided by the University. The normal usage of sabbaticals, release time, and professional development grants by the University shall not constitute the "Significant Use of University Resources" unless specified by the University in the terms of the sabbatical, leave, or grant.

**3.** As early as possible in the creation of the Intellectual Property, preferably before the author or inventor meets the criteria regarding the "Significant Use of University Resources," the author or inventor shall disclose in writing the facts surrounding the creation of the Intellectual Property to the Provost and Chief Academic Officer (hereafter Provost).

**4.** The written disclosure will include: (1) the names of the author(s)/inventor(s), (2) a description of the Intellectual Property, (3) a discussion of the circumstances that led to the development of the Intellectual Property and the University's involvement, (4) an explanation of what needs to be done to secure protection for the Intellectual Property, and (5) a discussion of what is to be done with the Intellectual Property and its possible benefit to the University.

**5.** If the Provost determines that the significant use of University resources will be required to develop Intellectual Property, the University and the author or inventor will negotiate a contract outlining rights and responsibilities. The contract should, at a minimum, describe the work; set any deadlines and reporting requirements; allocate the rights of each to publish, promote, revise, or otherwise use the work; delineate what rights, if any, the author/inventor retains for

attribution, future use, or revision rights; and articulate the division of royalties or revenues, if any, from the sale of resulting products of Intellectual Property.

**6.** If an agreement between the author/inventor and the Provost is not reached within (60) sixty days of receipt of the written disclosure, the Provost will convene an Intellectual Property Committee that will recommend what action should be taken by the University. The committee will consist of two faculty members or staff of the Provost 's choosing, two faculty members or staff of the author/inventor's choosing, and a fifth faculty member or staff agreed upon by the other four members. After receiving the committee's recommendation, the Provost will forward his/her final decision in writing to the author/inventor, all within the sixty-day period. The decision may include one of the following:

**a.**The University will release all ownership rights for the Intellectual Property to the author/inventors. The University will not require repayment of any expenditure made by the University in developing the Intellectual Property.

**b.**The University will release all ownership rights for the Intellectual Property to the authors/inventors. However, the University will require repayment of all expenditures made by the University in developing the Intellectual Property. Repayment will come out of any royalty income that might be received by the authors/inventors.

**c.**The University will retain partial ownership of the Intellectual Property with royalty income to be distributed as given below. University funds will be used to further develop, publish/patent, market, and protect the Intellectual Property from infringement.

**d.**The University will require an additional sixty days to have the Intellectual Property evaluated by technical development consultants to ascertain whether there would be sufficient interest and financial return to justify continuing the development of the Intellectual Property and its protection. By the end of the sixty-day period, the University will inform the author/inventor in writing which of the above three options was the final decision. If the University decides to retain partial ownership, the work will commence immediately and continue at a reasonable pace. Steps will be taken to maintain and limit the disclosure of patentable materials. Royalties derived from the marketing or licensing of the Intellectual Property will be distributed as follows:

**i.** All of the revenue generated by the Intellectual Property will first be used to recover the documentable costs associated with developing the Intellectual Property, seeking its protection, and marketing.

**ii.** Remaining income will be distributed as follows:

**a.**Inventor(s) or their heirs 50% of gross royalties

**b.**Inventor(s)' Department 20% of gross royalties

**c.**University 30% of gross royalties

**C.**University Initiated, Assigned, and Supported Efforts ("Work for Hire")

**1.**All rights and ownership of Intellectual Property reside with the University if:

**a.**The Intellectual Property was generated as a result of a "work for hire," which is specifically assigned or commissioned to the individual by the University or arising out of duties for which the individual was specifically employed.

**b.**The Intellectual Property resulted from the simultaneous or sequential contribution of numerous faculty, staff, and/or students over an extended period of time without a prearranged understanding of ownership.

**c.**The Intellectual Property was created by a student acting as an employee of the University and working on a project as part of responsibilities as an employee.

**2.** Under special circumstances, the University may share royalty income with the author or inventor of the protected Intellectual Property. Such an arrangement would require approval by the President in consultation with the Provost and other officers.

**3.** An individual who gains professional expertise through such Intellectual Property may engage in professional activities (consulting, presenting at conferences, publishing, etc.) that may result in additional compensation.

**4.** Any "Work for Hire" will be designated as such by the University and will require a written contract signed both by the employee or student and the University prior to beginning the work on Intellectual Property. In the absence of a written contract, any Intellectual Property developed by the individual remains the copyright of that individual.

**D. Sponsor Supported Efforts from Outside the University**

**1.** Where the terms and conditions provided in the sponsored agreement give total or partial ownership to the University, the following additional considerations will apply:

**a.** If the funding proposal to develop Intellectual Property was initiated and written by an individual or group of faculty or staff for the purpose of conducting research or developing instructional materials, the University's portion of the ownership of any Intellectual Property and resulting royalties shall be shared between the University and the involved individuals using the formula delineated above under "University Assisted Individual Effort." The individuals provide the creativity associated with the development of the protected Intellectual Property.

**b.** If the funding proposal was initiated by the University and written by faculty or staff expressly for that purpose, the University shall retain all rights and ownership. This can be considered a "work for hire."

**2.** Intellectual Property purchased with funds provided by the outside funding agency or foundation shall remain the property of the University unless stipulated differently in the sponsorship contract.

**E.** Any provision in this policy may be changed by written agreement among all parties prior to the granting of Intellectual Property rights. The author or inventor voluntarily may transfer the Intellectual Property, in whole or in part, to the University. Such transfer shall be in the form of a written document signed by the author or inventor.

**F.** This policy will not be applied retroactively from the date that it was passed by the Faculty Assembly (April 11, 2012).

## Office of Admissions

### Contacts

---

#### Office of Admissions

*Address:* 2800 University Blvd. North, Jacksonville, FL 32211

*Telephone:* 904-256-7000 or 1-800-225-2027

*E-mail:* [admissions@ju.edu](mailto:admissions@ju.edu)

*Website:* <http://www.ju.edu/admissions/>

#### Visit Jacksonville University

*Telephone:* 904-256-7186

*E-mail:* [tbush3@ju.edu](mailto:tbush3@ju.edu)

*Website:* [www.ju.edu/admissions/visit/index.php](http://www.ju.edu/admissions/visit/index.php)

#### Veteran Student Coordinator

*Telephone:* 904-256-7638

*E-mail:* [veterans@ju.edu](mailto:veterans@ju.edu)

*Website:* <http://www.ju.edu/military/index.php>

#### Office of International Affairs

*Telephone:* 904-256-7013 (Undergraduate)

*Telephone:* 904-256-7426 (Graduate)

*Website:* <https://apply.ju.edu/international>

## How to Request Official Documents for Undergraduate Admissions

---

### Transcripts

Request official transcripts from each school you have attended.

- **Paper Transcripts:** Paper transcripts must be mailed in the school's sealed envelope. They should be mailed to Jacksonville University, Office of Admissions, 2800 University Blvd. North, Jacksonville, FL 32211.
- **Electronic Transcripts:** Request official, electronic transcripts from your guidance counselor or school Registrar. We accept official transcripts from schools who use the following programs: Parchment, Escrip, Naviance and SPEEDE.
- **Faxed Transcripts:** Faxed transcripts are not considered official.

### Transcripts Abroad

If you have attended an institution abroad, we require an official transcript as well as an official evaluation of that transcript. We accept evaluations from any approved NACES organization. NACES members may be found at [www.naces.org](http://www.naces.org). Please choose the course by course evaluation with the calculated GPA option. If your high school transcripts are written in English, and the primary language of your high school is English, you may not be required to submit an evaluation.

### GED Score Report

If you have taken the GED, we require an official GED score report as well as a personal statement. The personal statement should be two-three paragraphs long. The content should include information about your academic motivation, career plans, and reason for earning a GED. Typically, admission to JU requires a minimum score of 700 on the GED. Students with a passing score below 700 will be considered on a case-by-case basis.

### SAT and/or ACT Scores

SAT Testing Center	ACT Testing Center
Website: <a href="http://www.collegeboard.com">www.collegeboard.com</a>	Website: <a href="http://www.act.org">www.act.org</a>
Telephone: 1-609-771-7600	Telephone: 1-319-337-1313
Use JU's Code: 5331	Use JU's Code: 0740

## Undergraduate Freshman

---

If you are interested in taking classes through our traditional daytime program and are working towards or have already received your high school diploma or GED, you should apply to Jacksonville University as an incoming freshman. High school students who have earned dual enrollment credit and have not yet graduated from high school should apply as an incoming freshman. Applicants are evaluated on a rolling admission basis.

### How to Apply

1. Apply on-line at: <https://www.ju.edu/apply/index.php> or through the common application at <https://apply.commonapp.org>.
2. Request official high school transcripts or GED scores.
3. Request official SAT and/or ACT scores if you would like them to be considered for an admission decision. Jacksonville University is a test optional school.
4. Complete the FAFSA (Free Application for Federal Student Aid) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - Be sure to include JU's school code (001495)
  - Fill out the FAFSA as early as October 1 of your senior year
  - This form needs to be updated every year
5. If you plan to major in one of our Fine Arts programs, you will be required to audition or submit a portfolio for admission consideration.
  - Please visit [www.ju.edu/cfa/auditions-and-portfolio-reviews.php](http://www.ju.edu/cfa/auditions-and-portfolio-reviews.php) for more information.

### Admissions Standard for Freshman Applicants

We invite all students to apply to Jacksonville University.

The middle 50% range of entering freshman is:

GPA 3.45

SAT (math and evidence-based reading and writing) 1030-1220

ACT (composite) 23-25

Applicants are recommended to have successfully completed the following high school courses before they enroll at Jacksonville University:

- English: 4 years
- History and Social Science: 3 years
- Natural Science: 3 years

- Mathematics: 3 years
- Foreign Language: 2 years (or college level courses up to the 102 level, which can be taken at JU in the first year of enrollment; policy takes effect in Fall 2019)

### **Four+1 Bachelors/Master of Business Administration (MBA)**

This program is designed for highly-motivated high school students entering Jacksonville University with interest in **any** major who at least have a cumulative high school GPA of 3.50 and SAT Math and Evidence-Based Reading and Writing scores totaling at least 1200 (ACT 27). If qualified, students will be conditionally admitted to the Accelerated (Full-time Day) MBA program when they apply as a high school senior. Students must maintain at least a 3.30 cumulative GPA in their undergraduate studies to maintain their acceptance in the Accelerated MBA program.

Qualified students seeking the 4+1 Bachelors/MBA will be required to complete an online Accelerated MBA application prior to November 1st of the student's senior year. The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) test requirement will be waived upon submission of a JU undergraduate GPA of 3.3 or higher. An application will not be recognized as complete until the Davis College of Business Graduate Admissions office has received the following:

- 2 letters of recommendation
- a resume
- a statement of purpose
- a transcript showing the final grades of the fall semester courses for that senior year

Any student not meeting the entering GPA and SAT requirements as a new freshman may still apply for the Accelerated MBA program. They must maintain a GPA of at least 2.5 and obtain an acceptable Graduate GMAT or GRE test score. The GMAT or GRE score would need to be taken during the first term of the senior year.

For additional information on this program please visit [www.ju.edu/dcob/bachelors/fourplusone](http://www.ju.edu/dcob/bachelors/fourplusone).

## **Undergraduate Transfer**

---

If you are interested in taking classes through our traditional daytime program and have previously registered at another regionally accredited college or university as a matriculated student, regardless of credit earned, you should apply to Jacksonville University as a transfer student. Applicants are evaluated on a rolling admission basis.

### **How to Apply**

1. Apply on-line at: [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php)
2. Request official transcripts from each college or university you have attended. If you have fewer than 24 transferrable semester hours, the Office of Admissions will also require an official copy of your high school transcript or GED test scores.
3. Request official SAT and/or ACT scores (optional).
4. Complete the FAFSA (Free Application for Federal Student Aid) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - Be sure to include JU's school code (001495)
  - This form needs to be updated every year
5. If you plan to major in one of our Fine Arts programs, you will be required to audition or submit a portfolio for admission consideration.
  - Please visit [www.ju.edu/cfa/auditions-and-portfolio-reviews.php](http://www.ju.edu/cfa/auditions-and-portfolio-reviews.php) for more information.

## Transfer of Credits

- Academic courses completed at institutions which are approved by a regional accrediting agency are acceptable to transfer provided they are comparable to courses offered at JU and were completed with a grade of “C” (2.0) or better. Classes with a grade earned of “C-” with quality points of fewer than 2.0 are not accepted for transfer credit.
- Grades recorded as “P” for Pass, “CR” for Credit, etc., will be transferred only if the previous institution’s registrar provides verification that the work was completed with a “C” (2.0) or better grade. A “P” grade will be accepted for transfer for Physical Education Activity classes. Students desiring transfer credit for courses completed at another institution may be required to provide a copy of the catalog from that institution so that an evaluation of transfer credit may be made.
- Transfer credit for nursing courses counted toward BSN major requirements must be approved by nursing faculty upon acceptance to the program.
- Credit may be granted for Federal Aviation Administration (FAA) Aviation certificates if the holder is enrolled in one of the aviation programs and takes at least two aviation flight courses at Jacksonville University.
- Occupational/vocational college-level courses are not generally accepted as transfer credit at Jacksonville University.
- Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.
- A maximum of 60 semester hours or 95 quarter hours of transfer credit will be accepted from community college
- The final 30 semester hours toward a bachelor’s degree must be completed at Jacksonville University.
- Graduates of a regionally-accredited college or university who earned an Associate of Arts (AA) degree or Baccalaureate degree (in the case of a second-degree seeking student) should contact the JU Office of Admission for details about the transfer of college credit. In most cases, a regionally-accredited AA or Baccalaureate curriculum satisfies JU’s general education, or Core Curriculum, requirements under the Articulation Agreement. However, students pursuing the Bachelor of Arts degree with a major in Communications, English, or Film are required to satisfy the Global Studies requirement of the JU Core. Elementary education majors have additional core requirements; please see degree plan for course information.
- Graduates of a regionally-accredited college or university who earned an Associate of Science degree or an Associate of Applied Science, must have completed the courses below as part of their Associate degree, or must complete them at Jacksonville University upon acceptance and during their first year at JU to be covered by the Articulation Agreement:
  - English – College level English course, 3 credits
  - Social Science – College level Social Science courses, 3 credits
  - Science – College level Science courses, 3 credits
  - Mathematics – College level Mathematics course, 3 credits
  - One 3-credit hours course from Economics, Fine Arts, History, Humanities, International Studies, or Philosophy
  - Minimum grade of “C” is required for transfer

### NOTES:

- All nursing applicants must meet the 2.5 GPA nursing admission requirement to qualify for the Articulation Agreement.
- If any of the courses under the Articulation Agreement are failed while completing at JU, the Articulation Agreement will not apply and student must satisfy all of the JU Core Curriculum

requirements.

- If any of the above criteria is not met in the Associate degree, the Articulation Agreement will not apply and student must satisfy all of the JU Core Curriculum requirements.
- Concealment of previous course work completed at a college or university, whether intentional or not, is cause for cancellation of admission and registration.
- When an undergraduate student submits official transcripts, has been admitted and paid the \$400 tuition deposit, the credits are evaluated for transferability to Jacksonville University. If admission applicants have a question concerning transfer credit, they should contact the Admission Office at (904) 256-7000.
- Limited or provisional credit also may be accepted from specialized or special purpose institutions, including the United States Armed Services, provided the work is applicable to JU undergraduate degree programs and is recommended in appropriate publications of the American Council on Education. For further information, see Credit for Military Service below in this section.

## Undergraduate Adult Degree Program

---

The Adult Degree Program (ADP) is designed for working adults and young professionals who need a flexible class schedule. If you are interested in taking classes during the evening and on weekends, you should apply as an ADP student. The classes offered in this accelerated program are for working people who have daytime commitments. The classes are not designed for or offered to traditional day students. Students must have earned their high school diploma or GED (General Educational Development) to be considered.

Classes are offered every 8 weeks and there are six (6) start terms available. Classes meet from 6:00 – 8:50pm weekday evenings, with limited Saturday and online classes. Applicants are evaluated on a rolling admission basis.

<u>Terms</u>		<u>Majors</u>	<u>Cost</u>
Fall 1	1 <sup>st</sup> 8 weeks	Business Administration	\$560 per credit hour  There are no academic scholarships available for the ADP program
Fall 2	2 <sup>nd</sup> 8 weeks	Finance	
Spring 1	1 <sup>st</sup> 8 weeks	Interdisciplinary Studies	
Spring 2	2 <sup>nd</sup> 8 weeks	Management	
Summer 1	1 <sup>st</sup> 8 weeks	Marketing	
Summer 2	2 <sup>nd</sup> 8 weeks	Social Sciences Non-degree seeking	

### How to Apply

1. Apply on-line at: [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php)
2. Request official transcripts from each college or university you have attended. If you have fewer than 24 transferrable semester hours, the Office of Admission will also require an official copy of your high school transcript or GED scores.
3. Complete the FAFSA (Free Application for Federal Student Aid) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - Be sure to include JU's school code (001495)
  - This form needs to be updated every year



### **Transfer of Credits**

Refer to Undergraduate Transfer in the Office of Admissions section of this catalog for information regarding JU's transfer credit policies.

For additional information about the ADP, you may contact Michelle Green at [mgreen25@ju.edu](mailto:mgreen25@ju.edu).

### **Undergraduate Non-Degree**

---

If you are interested in taking courses for college credit, without seeking a degree from JU, you should apply to Jacksonville University as a non-degree seeking student. Applicants are evaluated on a rolling basis.

As a Non-Degree Seeking Student, you will only be able to attend Jacksonville University for one term (after one term, you may apply as a degree seeking candidate). You may take up to 12.0 credit hours for the one term.

#### **How to Apply**

1. Apply on-line at: [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php)
2. Request an official transcript from the most recent institution you have attended.
3. Complete the FAFSA (Free Application for Federal Student Aid) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - Be sure to include JU's school code (001495)

### **Undergraduate Non-Degree/Transient**

---

If you are interested in taking courses for college credit, without seeking a degree from JU, and need to transfer credit back to your home school, you should apply to Jacksonville University as a non-degree/transient student. Applicants are evaluated on a rolling basis.

As a Non-Degree/Transient Student, you will only be able to attend Jacksonville University for one term (after one term, you may apply as a degree seeking candidate). You may take up to 12.0 credit hours for the one term.

#### **How to Apply**

1. Apply on-line at: [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php)
2. Request a transient form from your home school.

If you are a transient student, it is important to provide a transient form from the "home" college or university in which you are enrolled. The transient form from the "home" institution must provide in writing (from your Academic Dean or Advisor) that the "home" institution will accept the course from Jacksonville University as a substitute for the "home" institution course. The form must specifically indicate the Jacksonville University course number and title and indicate specifically the course number and title it will be substituted for at the "home" institution. You may take up to 12 credit hours for the one term.

## Undergraduate International

---

International students must meet similar requirements as freshmen or transfer candidates, as the case warrants. The following information details the process and additional admission documents required for undergraduate international students. Language proficiency requirements for graduate international students are available under the academic programs in this catalog or may be obtained through the program administrators.

### How to Apply

Apply on-line at: [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php)

### Academic Records

Certified true copies of the original or official high school transcripts and diploma or leaving certificate are required. Only records that are equivalent to college or higher will need a NACES approved evaluation.

### Demonstrated English Proficiency

Demonstrated English proficiency is required of all international students. Students whose first language is not English or who are from a country where the medium of instruction is NOT English may demonstrate proficiency by submitting official copy of score reports, certificates or transcripts of one of the following:

- The Test of English as a Foreign Language (TOEFL) with a minimum score of either 550 on the paper-based exam or 79 on the Internet-based exam.
- The International English Language Testing System (IELTS) with a minimum of a band six (6.0).
- Pearson Test of English Academic (PTE Academic) with a minimum score of 53.

Exceptions to the English language proficiency testing requirements described above may be made on an individual basis. Students whose first language is not English may demonstrate proficiency by submitting original copies of score reports, certificates, and transcripts or through a combination of other assessments, including, but not limited to the following:

- High school transcripts showing completion of a minimum of two years at an institution where instruction is in English and demonstrating significant language achievement through rigorous coursework.
- Completion of at least 24 semester credits at an accredited college or university in the United States.
- Completion of English composition or an equivalent course, with a grade of "C" or higher, at an accredited college or university in the United States.
- Completion of the new College Board SAT Evidenced-Based reading and writing tests with acceptable minimum scores of 500.
- Completion of the ACT with reading and writing scores of 21 or higher.
- Transcripts showing the successful completion of an ESL (English as a Second Language) program at a regionally accredited college or university and the completion of a course in English Composition equivalent to ENGL 103 with a grade of C or higher.

**Note:** International students who meet admission requirements with the exception of English language proficiency and need additional English language training prior to entering as a full-time degree seeking student may be considered for Jacksonville University's English Language Program (ELP). Admission to ELP does not guarantee

admission to Jacksonville University degree programs. (See the JU ELP description, program requirements, and outline at the end of this Undergraduate International section).

### **SAT or ACT Scores**

International students are not required to submit SAT or ACT scores. However, students applying to the Honors Program or to the Freshman Direct Nursing Program will need to submit official SAT or ACT scores. Applicants intending to play intercollegiate sports at JU must submit SAT or ACT scores to the NCAA Eligibility Center.

### **Letter of Recommendation (optional)**

One letter of recommendation may be submitted by the headmaster, principal, director, president or dean of students at the previously attended institution, or by another educator able to evaluate the applicant's ability to succeed at Jacksonville University. All recommendations must be in English or be accompanied by an original, certified true English translation.

### **Transfer Verification Form**

A photocopy of all pages of the student's I-20 or DS-2019, F-1 visa, I-94, and identification page from the passport are also required.

### **Financial Statement**

International students at JU are required to show financial resources more than the minimum cost for tuition, living expenses and insurance during an academic year (nine months).

### **Transfer of Credit from Foreign Institutions**

To transfer credits from a foreign institution, applicants must official NACES evaluation. The outside agency of choice for evaluation of foreign credentials is World Education Services (WES). Applicants may, however, use the services of any member of the National Association for Credential Evaluation Services (NACES). The applicant is responsible for the cost and the timeliness of the credential evaluation. Applicants should note that all documents become the property of Jacksonville University and will not be returned to them.

### **International Transient Students**

International transient students currently attending U.S. institutions need to submit the following materials:

- Apply on-line at: [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php)
- Submit a photocopy of all pages of the current Form I-20 or DS-2019, visa and I-94
- Submit academic records - Certified true copies of the original or official transcripts, and diploma or leaving certificate (if available)
- Mail application documents to:  
Jacksonville University  
Office of Admission  
2800 University Blvd. N.  
Jacksonville, FL 32211

### **English Language Program (ELP)**

The English Language Program (ELP) is open to-international students who intend to enter U.S. programs. The English Language Program methods are based on current research in the fields of second language acquisition, language teaching, learning and assessment. We offer English instruction that

prepares international students for using English in an academic, social, and professional context with the understanding of the culture.

**NOTE: The completion of the ELP does not guarantee acceptance to JU. It should not be confused with the English Language Proficiency policy for International Students' Acceptance.**

### **Program Descriptions**

- Full time English Language Program: Classes meet on campus and follow the Jacksonville University Calendar. International students may receive a form I-20, to obtain a student visa to study in the program.

The JU ELP offers English classes that are designed according to the latest research in teaching English as a second language. Students will have the opportunity to:

- take English language proficiency placement testing and placed at their own English language proficiency level classes.
- take classes in reading, writing, grammar, academic listening/speaking, and vocabulary provided in five different levels.
- start at their own level in each skill, whether beginning, intermediate or advanced and progress to a higher level at the end of each session.
- learn from highly qualified, well prepared instructors.
- study in small classes, averaging less than 15-20 students.

### **Levels and Classes**

The JU ELP is divided into five levels:

- Level I - Beginner (TOEFL Score Below 40)
- Level II - Advanced Beginner (TOEFL Score 41-50)
- Level III - Intermediate (TOEFL Score 51-60)
- Level IV - Advanced Intermediate (TOEFL Score 61-69)
- Level V - Advanced (TOEFL Score 70 and above)

Class structures and schedules will be flexible to meet the needs of the learners and make the best use of resources.

### **Skills**

**Listening and Speaking:** Students will develop proficiency in vocabulary, names and titles, contextualized speech, and use of idioms. More advanced levels will focus on specifics of listening for understanding and note-taking, oral presentation and more complex summary of content, ideas and discussion.

**Reading:** Students will be exposed to and gain proficiency in reading and understanding content-specific texts. The focus will be to increase students' reading strategies for comprehension and ability to analyze texts. Advanced skills will include enhancing reading speed and critical reading strategies.

**Writing:** Students will advance their ability to express their ideas in written form. Special attention will be paid to organization, summary, essay and the ability to appropriately use and cite sources of information.

**Grammar:** Students will develop proficiency with verb tenses, subject-verb agreement, possessives, prepositions, article and quantifier use, adjectives and adjectival clauses, direct and indirect objects, conditional, passive and adverbial clauses.

### **English Language Program Important Notes:**

- Attendance requirement to maintain student visa status.
- Fulltime student status in the ELP requires an attendance rate of 80 percent or higher in all classes to remain in good standing for a student visa.
- Students must take 12 credit hours to keep fulltime student status. Generally this means that students will take 4-6 courses each term covering the language skills areas at their placement proficiency.
- A minimum of a "C" (2.0) average and/or performance on standardized assessment tool for all work taken in ELP to demonstrate proficiency levels.
- All ELP courses are created for ELP students, open classroom seats maybe offered to students outside the English Language Program, only with Director permission.
- All ELP course descriptions may be found in the Course Descriptions section at the back of this catalog.

## **Scholarships**

---

Undergraduate freshman, transfer and international applicants are automatically screened for an academic scholarship once they have been admitted.

### **JU Academic Scholarship**

Students are automatically screened for an academic scholarship, once they have been admitted to JU. The academic scholarship ranges between **\$10,000 and \$25, 000** per year for traditional undergraduate students and is based on a holistic matrix of the student's cumulative GPA and test scores, if submitted, coupled with class ranking and high school ranking.

### **JU Talent Scholarship**

The talent scholarship is for students who are interested in majoring in one of our Fine Arts programs. An audition or portfolio review is required for program consideration. If you are admitted into the program, you may be awarded a talent scholarship in addition to your academic scholarship. To find out more about audition dates, please visit: [www.ju.edu/cfa/auditions-and-portfolio-reviews.php](http://www.ju.edu/cfa/auditions-and-portfolio-reviews.php).

### **JU Honors Scholarship**

If you have been admitted to JU and are eligible to apply to the Honors Program, the Office of Admission will e-mail an Honor's application to you, inviting you to compete for this prestigious scholarship. The application is also available at [www.ju.edu/honors/](http://www.ju.edu/honors/). Students must have a minimum 3.8 weighted GPA and either a 1290 SAT (math and evidenced-based reading and writing) or a 27 ACT (composite score). Students who are chosen to be part of the Honors Program will earn an additional \$2,500 merit scholarship.

### **JU Alumni Scholarship**

Admitted students who have immediate family (parents, grandparents and siblings) who graduated from Jacksonville University will be screened for the \$1,000 JU Alumni Scholarship. To be considered for this scholarship, please be sure to fill out the alumni section of the undergraduate application with all required fields.

## Next Steps for Admitted Undergraduate Students

---

### **Deposit**

*Pay the \$400 tuition deposit.* (Deposit does not apply to Accelerated Degree Students)

In order to move forward with the registration process (registering for classes and housing) you must pay the \$400 tuition deposit at <https://apply.ju.edu/apply/status>. If you will be using military benefits, your deposit may be waived. Please contact the veteran's department for more information. JU adheres to the National Association for College Admission Counseling (NACAC) enrollment deposit deadline of May 1. Priority is given to students who submit their enrollment deposit by May 1. Admitted students should pay their enrollment deposit by May 1 for the fall semester.

Deposits received prior to May 1 for the fall semester are fully refundable if the University is notified in writing prior to May 1 that the applicant is canceling his or her enrollment. Deposits made after May 1 for the fall semester are nonrefundable. Enrollment deposits for the spring semester and/or summer semester are nonrefundable.

### **Register**

*Register for classes.*

Once you have paid your deposit, you will receive a username and password by email within 2-3 business days. After you receive this e-mail, the Academic Advising Center (or the Adult Degree Program advisors for ADP students) will contact you regarding the next steps in scheduling an appointment to register for classes.

### **Housing**

*Register for housing.*

To learn more about housing options, please visit <http://www.ju.edu/residentiaallife/housing-options.php> or contact the Residential Life Office for more information.

All students living on campus are required to have a meal plan. To learn more about dining options, please visit <http://www.ju.edu/residentiaallife/room-and-board-rates.php>.

Jacksonville University has a residency requirement for undergraduate students. For the first 3 years of college, students must live on campus. Students who live in Duval County are exempt from this requirement, but must complete an exemption form. Other exemptions may apply. If you think you may be exempt from living on campus, please visit: <http://www.ju.edu/residentiaallife/residency-requirement.php>.

### **Final Transcripts**

*Request Final Transcripts and Alternative Credits.*

Jacksonville University requires official, final transcripts from each institution you have attended. Your enrollment is not complete until all official, final transcripts and test scores are on file. Please be sure to submit AP, IB, AICE or CLEP exams as well as military transcripts, if you would like an evaluation of those credits.

**Please note:** if you have earned college credit from a regionally accredited institution or if you have received alternative credit, an official transfer equivalency report (TER) will be completed for you after your tuition deposit has been received.

### **Immunization**

*Submit your immunization form.*

Prior to enrollment, you must submit a completed immunization form. The immunization policy/form may be downloaded at [www.ju.edu/admissions/docs/immunization-medical-form.php](http://www.ju.edu/admissions/docs/immunization-medical-form.php).

### **Orientation**

New students should register for orientation at [www.ju.edu/orientation](http://www.ju.edu/orientation).

## **Readmission Application for Returning JU Students**

---

Information for students applying for readmission to the University:

- A former JU student who was not enrolled at the University for one academic year (fall, spring, and summer) must apply for readmission. **Applications for readmission must be submitted as early as possible to the Office of the Registrar.**
- A student who has not completed classes in a year will be moved to the current catalog and must complete the JU Core Curriculum and Major requirements of the new catalog.
- If an undergraduate student was enrolled at another institution during the period since last enrolled at JU, an official transcript of all courses attempted must be submitted to the Office of the Registrar. Students will be allowed to register for one semester to submit their transcript. During the semester, a Registrar Hold will be placed on the student's record that will prevent future registration and release of the JU transcript. The Hold will be removed upon receipt of the official transcript from the institution.
- A student who terminates enrollment at JU while in a probationary or suspended status and who subsequently completes course work at another institution prior to being readmitted does so at the student's own risk. Such course work will be used to determine whether or not to readmit the student. If the decision is made to readmit the student, appropriate transfer credits will be awarded at the time of readmission. In the case of a suspended student, transfer credit will not be awarded for course work completed during the period of suspension from Jacksonville University.

## **General Admission Information**

---

### **Orientation**

Orientation is a required program for new Freshmen students. JU may offer alternative orientation sessions for military, transfer and graduate students. Orientation involves planned interactive sessions integrating new students into the Jacksonville University community. Orientation provides students the opportunity to acquaint themselves with the JU campus and to get to know some of its students, faculty, and staff. New students participate in a series of workshops led by upperclassmen, faculty and professional staff that introduces them to the JU curricular and co-curricular programs.

### **Medical Information and Immunization**

The University assumes no responsibility for student illnesses or accidents occurring either on campus or off campus; therefore, the University strongly encourages students to obtain and maintain health, major medical, and accident insurance coverage through either a personal or family policy. Please note that in certain instances, HMO coverage may not be sufficient or accepted by local health and medical providers. For students who do not qualify for coverage under a private policy, JU offers coverage through a school-sponsored plan.

JU requires that full-time traditional undergraduate students who do not have hospital/medical insurance coverage participate in this plan. International students are also required to participate in the plan. Those attending JU for the first time must pay the first year premium in advance with their tuition and fees.

**Twelve-month coverage extends from the reporting date August 1 to July 31.** Insurance coverage will be billed on a yearly basis through graduation. Any student who maintains private coverage is required to complete a waiver online.

Jacksonville University requires that all new accepted Traditional Undergraduate students complete and return to the Office of Admission the University's Medical and Immunization Form as part of the application process. The immunization portion of the form, if applicable, must be completed and signed by a licensed physician or an appropriate health care provider. Documentation is required to certify that a student's immunizations include measles, mumps, rubella, hepatitis B, tuberculosis, tetanus, and diphtheria. Students living on campus are required to show documentation of a meningitis vaccination or sign a waiver declining the vaccination. Students born before 1957 are considered immune to measles. If these forms are not submitted a registration hold will be placed to prevent registration for the student's second term at Jacksonville University.

### **Disability Related Information**

Jacksonville University provides reasonable accommodations to students with disabilities who need such assistance under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Disability categories can include, but are not limited to, visual, physical, hearing, speech impairments, learning disabilities, and other impairments such as cardiovascular and circulatory conditions, psychological disorders, blood serum illnesses, diabetes, and epilepsy.

A student with a visible or non-visible disability who requests "reasonable accommodation" to his or her condition should provide medical and/or psychological documentation of the disability to the Student Life Office. It is preferable and recommended that documentation be provided immediately after acceptance to the University. Notice of a disability, but not the medical documentation, may be provided by the Student Life Office to any administrator, dean, and/or professor on a need-to-know basis, but only after consultation with the student.

Specialized services are provided through the Student Life Office. Students must request "reasonable accommodations" in a timely manner so that faculty can plan for those accommodations. Students with disabilities are also responsible for maintaining the same academic levels as other students attending class, maintaining appropriate behavior, and providing timely notification of any special needs.



Services provided may include: special arrangements when needed (change of rooms, referrals to tutors), letters of classroom accommodation based on medical recommendations and student suggestions and experience, and individual counseling or referral for counseling. Recommendations for “reasonable accommodations” in the classroom may include priority seating, change of classroom, tape recording of lectures, extra time for tests, quizzes, assignments, alternative test formats, etc.

### **Dual Enrollment Program at Jacksonville University**

The dual enrollment program is designed primarily for high school seniors who, along with their guidance counselors, feel that their academic program would be enriched by college-level courses. The non-degree application for admission to JU is required with the indication that the student is applying for dual enrollment. The following supporting data must be submitted with the application:

- Scholastic Assessment Test (SAT) of the College Board (PSAT may be submitted) or the American College Test (ACT)
- An official copy of the secondary school transcript, including grades through the junior year
- Guidance counselors’ recommendation, including a statement in support of allowing the student to attend both high school and college at the same time

### **Alternative Credit**

Recognizing the rigor of Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), Defense Activity for Nontraditional Education Support (DANTES), University of Cambridge’s Advanced International Certificate of Education (AICE), portfolio credit, and military credit programs, Jacksonville University awards up to 30 credits for successful work in these programs. Minimum scores are listed under each program and information on specific classes accepted for credit is available from the Admission or Academic Advising offices and on the JU Website on the Registrar’s Office Web page. All alternative credit must be posted to the transcript prior to completion of 90 credits.

- **Advanced Placement Program (AP)** - Credit may be awarded for scores of 3, 4, or 5, depending on the subject. Each academic department sets individual policies on which scores may be awarded credit, and how that credit will be awarded. In addition, students will receive credit applicable toward graduation with University Honors if, on applicable Advanced Placement examinations, they score one point higher than the minimum required for credit.
- **College Level Examination Program (CLEP)** - Credit may be awarded for scores of 50 or greater on each subject test and a score of 500 or greater in the general tests. Credits awarded for the CLEP general test will be counted as 100 and 200 level courses. The general examination may not be counted as 300 or 400 level courses. A student may receive credit only once for one course, either by completing the course or by completing the examination. A student may take a course or examination more than once to improve a grade average. In counting credits toward graduation, a course may be counted only once for credit.
- **International Baccalaureate Program (IB)** - Credit may be awarded for scores of 4, 5, 6, or 7 on the Higher Level Examinations only. In addition, students will receive credit applicable toward graduation with University Honors if, on an International Baccalaureate examination, they score one point higher than the minimum required for credit.
- **Dantes Subject Standardized Tests (DSST)** - Credit may be awarded for scores of 50 or greater on each subject test. In addition, students will receive credit applicable toward graduation with University Honors for grades of ‘A’.
- **University of Cambridge’s Advanced International Certificate of Education (AICE)** – Jacksonville University will award credit for AICE. Grades of A - E may be accepted for credit.
- **National Examination in World Languages (NEWL)** – World language credit will be awarded

for scores of 3, 4, or 5 in Arabic, Korean, Portuguese, and Russian.

- **Caribbean Advanced Proficiency Examination (CAPE)** - Credit may be awarded for scores of I through V. Each academic department sets individual policies on which scores may be awarded credit, and how that credit will be awarded. In addition, students will receive credit applicable toward graduation with University Honors if, on applicable Advanced Placement examinations, they score one point higher than the minimum required for credit.

### Undergraduate English Placement, Alternative Credit, and Transfer Credit

Course placement may be assigned based on English subtest scores as reported by ACT and SAT assessment, AP/IB/CLEP credit, transfer credit, or cumulative high school English grades.

#### SAT/ACT Score Placement

Tests	Score	Placement
<b>SAT-Writing</b>	510 and above	ENGL 103
<b>SAT-Writing</b>	Below 510	ENGL 101
<b>SAT-Critical Reading</b>	510 and above	ENGL 103
<b>SAT-Critical Reading</b>	Below 510	ENGL 101
<b>ACT-English</b>	Below 22	ENGL 101
<b>ACT-English</b>	22 or higher	ENGL 103

If no SAT/ACT score:

HS Cumulative English grade of A or B- = ENGL 103

HS Cumulative English grade of C+ or below = ENGL 101

TOEFL Score:

Written 0-23 = ENGL 101

Written 24-30 = ENGL 103

#### AP Credits:

AP Language and Composition	3	Placement in ENGL 103 Honors
AP Literature and Composition	3	Placement in ENGL 103 Honors
AP Language and Composition	4 or 5	Credit awarded for ENGL 103 and placed into an honors section of an English/literature core requirement course <sup>1</sup>
AP Literature and Composition	4 or 5	3 hours of ENGL elective credit & placed into ENGL 103H

#### IB credit: Credit is awarded for Higher Level classes only. No Credit is awarded for classes at Standard Level

Arts & Sci. English A1	4,5,6 or 7	ENGL 103
Arts & Sci. Language A2	4,5,6 or 7	ENGL 103
Arts & Sci. Language B	4,5,6 or 7	ENGL 103
Arts & Sci. Language AB Initio	4,5,6 or 7	ENGL 103

#### CLEP; with score of 50 or greater:

College Composition	ENGL 103
College Composition Modular + Essay option	No credit

#### Transfer Credit for ENGL 101, 103, and English/literature core:

Student has completed a first-semester writing course (of a two semester sequence) at an accredited institution	ENGL 101
Student has completed both the first and second -semester writing courses (of a two-semester sequence) at an accredited institution	ENGL 103
Student has completed a 100-200 level literature course	English/literature core

**Please Note:** Scores of 700 on the Scholastic Aptitude test (SAT-Writing and SAT-Critical Reading) examinations, or 32 or higher on the ACT English sub score qualify students to take an additional JU English Department-administered test to exempt English 103. Students who pass the test exempt ENGL 103, but no credit will be awarded.<sup>1</sup> Students who pass the test may register for the English/literature core requirement course.

<sup>1</sup> Students who receive exemption or alternative credit for ENGL 103 must contact the English Department and file for a waiver for the English Exit Exam prior to reaching 30 hours.

### **Undergraduate Mathematics Placement**

Mathematics course placement at JU is determined by the results of JU's Mathematics placement examination unless the student has already received a "B" or better grade in high school calculus, pre-calculus (or equivalent), or has prior college transfer credit.

### **Credit by Examination**

Any undergraduate student officially enrolled as a degree candidate at JU may request permission to receive credit by examination. Qualified students may receive college credit or exemption from some course requirements on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations from the office of the appropriate division chair. A student desiring to receive credit by examination must request permission in writing, using the Credit-By-Exam form available in division or Registrar's Offices.

If an undergraduate student can demonstrate course content mastery for any course listed in the Catalog and for which an approved measuring device is available, the number of credit hours normally earned in that course will be awarded.

In authorizing a program of credit by examination, the faculty recognizes that many students have, in certain subjects, reached a college-level of education outside the classroom. This level may have been reached through correspondence study, television courses, independent study, or other nontraditional means. Course content mastery may be demonstrated in any of the following ways, singularly or in combination:

- Standardized College Level Examination Program
- Professor-devised examinations, as approved by the division chair
- Other approved placement examinations taken prior to initial matriculation

The type of examination to be given will be determined by the division chair with the concurrence of the department concerned.

- **Permission to Take Examination**

Candidates for credit by examination must take the Credit-By-Exam Form for approval and signatures to:

- the instructor
- the division chair
- the Registrar, who will ascertain that:
  - None of the following restrictions are violated
  - The student is registered as a degree candidate at JU

- **Restrictions**

Information on exam restrictions:

- An examination cannot replace a failure in a course completed here or elsewhere.

- Credit will not be awarded for a lower-level prerequisite course when an advanced course in that same field has been completed.
  - The amount of credit earned by examination shall not exceed 60 credit hours.
  - Letter-grade equivalents will not be assigned for the examination. A 'TR' will be placed on the transcript for successful completion. No notation will be entered if a student fails the examination.
  - None of the final 30 hours to complete a bachelor's degree can be by examination.
  - Credit will be recorded only after a student has completed at least 12 hours of course work at JU.
- **Examination Cost**  
The student must pay a \$75 per credit examination fee, which is paid prior to the exam. If a student is enrolled in a course for which the examination awards credit, he or she is entitled to any refund of fees due as of the date the student sat for the examination. A student is allowed only one attempt within an academic year to pass the examination.
  - **Credit Awarded**  
Credit by examination in foreign languages is awarded only at the 201 or higher level.

A student may not receive credit for any course lower than that previously completed. A student may not receive additional credit by means of a CLEP examination for a course that has already been completed, and vice versa.

### **Credit For Military Service**

A person who is serving or who has served on active duty in the United States Armed Services for a period of one year or more and who has been separated or discharged from such service under honorable conditions may be awarded credit for service experiences and training. Such awards are based on recommendations contained on the Joint Services Transcript, provided such credit is appropriate to the degree programs offered at Jacksonville University.

Students who successfully complete the Navy's Broadened Opportunity for Officer Selection and Training (BOOST) or Naval Science Institute and the classes are listed on the Smart Transcript and accompanied by a BOOST or Naval Science Institute Transcript, will have the classes evaluated for credit.

Any credits awarded for participation in the Defense Activity for Non-Traditional Education Support (DANTES) program will be awarded and administered in the same manner as for credits awarded through the College Level Examination Program (CLEP).

### **Credit for RN Licensure**

See Keigwin School of Nursing Admission section in this catalog.

### **Credit for FAA Pilot Certificates and Ratings**

Academic credit will only be awarded for FAA pilot certificates obtained prior to matriculation at Jacksonville University.

For Aviation Management and Flight Operations majors, academic credit for previous FAA pilot certificates and ratings, if approved, will be awarded only upon completion of a minimum of two (2) AVO flight courses totaling three (3) or more credit hours taken in residence. In addition, Aviation

Management and Flight Operations majors must complete a minimum of two (2) AVO flight courses in residence in order to graduate.

For Aviation Management majors, academic credit for previous FAA pilot certificates and ratings, if approved, will be awarded only upon completion of a minimum of two (2) AVS/AVM/AVO courses totaling six (6) or more credit hours taken in residence. For more information, contact the **School of Aviation** at (904) 256-7895.

---

## School of Education Admission

In addition to the University undergraduate admission requirements, refer to the School of Education section of this catalog for information regarding admission to the Five-Year Teacher Education Program once admitted to Jacksonville University.

In addition to the University graduate admission requirements, refer to the College of Arts and Sciences and School of Education sections of this catalog for information regarding admission to Leadership and Learning Master of Science program (*Note: Educational Leadership concentration, is currently not accepting new applications*).

---

## Brooks Rehabilitation College of Healthcare Sciences Admission

### **UNDERGRADUATE ADMISSION TO THE BROOKS REHABILITATION COLLEGE OF HEALTHCARE SCIENCES**

In addition to the University undergraduate admissions requirements, the Brooks Rehabilitation College of Healthcare Sciences' programs may have additional admissions requirements that students must meet for program consideration. Please refer to the specific program to determine what additional admissions requirements there may be once admitted to Jacksonville University

### Keigwin School of Nursing Admission

#### **TRADITIONAL, SECOND DEGREE TO BSN, AND RN-BSN PROGRAM ADMISSION**

Admission to the Keigwin School of Nursing is a selective process. Students complete one application and submit all required materials to the Office of Admission.

The satisfaction of minimum requirements does not automatically guarantee admission to the Keigwin School of Nursing. Only a limited number of students may be admitted into the nursing major each year. Transfer credit for nursing courses counted toward the BSN will be evaluated on an individual basis and approved by the Associate Dean of the nursing program.

In order to be considered for admission to the Keigwin School of Nursing, the applicant must meet the following general requirements:

- Submit an online application for admission at [www.ju.edu/admissions/apply-to-ju.php](http://www.ju.edu/admissions/apply-to-ju.php).
- Traditional students are required to have met all the JU Core Curriculum requirements, or an Associate of Arts degree from a regionally accredited institution, or other Associate degree that satisfies the Articulation Agreement (Refer to Undergraduate Transfer in the Office of Admissions section of this catalog for information on JU's transfer credit policies regarding Associate degrees).
- Second degree BSN students are required to have a bachelor's degree from a regionally accredited institution.
- Submit all supporting materials by the appropriate deadline; including transcripts and 3 letters of recommendation.

- All prerequisite requirements must be completed prior to the start of Nursing courses. Two JU core courses can be remaining at the start of the Nursing curriculum but must be completed in the first summer semester.
- Credit received on the basis of CLEP or Advanced Placement may be included to meet some of the prerequisite requirements as appropriate under JU policies. Nursing prerequisite courses with less than a "C" grade may be repeated once, and no more than two courses may be repeated. Exceptions to this requirement may be requested by letter to the School of Nursing Admissions, Progression, and Retention Committee.
- All students who submit International transcripts, or whose first language is not English must also take the TOEFL and score 540 on the paper-based exam, 207 on the computer-based exam, or 76 on the internet-based exam.
- Have a minimum 2.5 cumulative undergraduate GPA.

The Keigwin School of Nursing will admit pre-licensure students three (3) times each year, in the fall, spring and summer semesters. Prospective students apply in the fall semester for the summer program and in the spring semester for the fall program. Ground-based RN-BSN cohorts may be admitted on a rolling calendar basis. Specific application filing deadlines and fees will be established and advertised. Students who are accepted to the Keigwin School of Nursing are required to respond in writing with confirmation of attendance. If written confirmation is not received another student will be admitted in their place. Applications are accepted after deadline dates on a space-available basis.

### **Freshman Admission to Nursing Program**

A limited number of students will be admitted to the Nursing program as incoming freshmen. In addition to Jacksonville University's admission requirements, the criteria for freshman admission into the nursing program includes:

- High School GPA - 3.5
- High School Chemistry, Biology and Algebra with a 'B' or equivalently weighted AP course grade
- SAT - 1170 or equivalent ACT - 24
- Priority deadline to apply and submit materials is January 1.

### **Traditional BSN Program**

In addition to the Keigwin School of Nursing admission requirements, additional requirements to this program include:

- Completion of all Jacksonville University undergraduate Core courses\*, **OR** an Associate of Arts (AA) degree from a regionally accredited college or university, **OR** other Associate degree that satisfies JU's Articulation Agreement.
- Completion of BSN prerequisite courses\*\*:
  - Human Anatomy and Physiology I
  - Human Anatomy and Physiology II
  - Chemistry (must include a lab)
  - Microbiology
  - Nutrition
  - Human Growth & Development
  - Elementary Statistics

\*Students can begin NUR courses with up to **two** outstanding core courses with the requirement of completion of all core courses prior to the 2<sup>nd</sup> semester junior NUR courses.

\*\*must be completed prior to enrollment in Nursing courses

### **Second Degree to BSN Program**

In addition to the Keigwin School of Nursing admission requirements, additional requirements to this program include:

- A baccalaureate degree from a regionally accredited institution.
- Completion of BSN prerequisite courses:
  - Human Anatomy and Physiology I
  - Human Anatomy and Physiology II
  - Chemistry (must include a lab)
  - Microbiology
  - Nutrition
  - Human Growth & Development
  - Elementary Statistics
- \* must be completed prior to enrollment in nursing courses

Foreign Physician students may challenge certain courses by examination.

### **RN-BSN Ground Based and Online Programs**

In addition to the general admission requirements listed above, admission requirements to this program also include:

- Graduation from a nationally approved Associate Degree in Nursing (ADN) or diploma nursing program.
- Ground-based RN-BSN students must have a Florida Registered Nurse license with no restrictions. Online students are required to have a Registered Nurse license from the United States; licensure in the state of Florida is not required.
- A minimum cumulative GPA of 2.5 on a 4.0 scale.
- RN-BSN applicants with a minimum cumulative GPA less than 2.5 on a 4.0 scale may be provisionally admitted if they meet other general admission requirements. When the provisionally admitted online student successfully completes the first four (4) Jacksonville University courses (excluding NUR elective) with a GPA greater than or equal to 2.5, they may be fully admitted. If a student who is provisionally admitted fails one of first 4 Jacksonville University courses, they will be dismissed from the program.
- Students with an Associates of Arts (AA) degree from a regionally accredited college or university, or other Associate degrees that satisfy JU's Articulation Agreement, may matriculate into the nursing program, waiving the university core requirements. In addition to all nursing courses, students must also complete with a grade of "C" (2.0) or higher:
  - Chemistry with lab (4 credit hours)
  - Human anatomy and physiology (6-8 credit hours)
  - Microbiology (4 credit hours)
  - Nutrition (3 credit hours)
  - Statistics (3 credit hours)
  - Growth and development across the lifespan (3 credit hours)
- All students who submit International transcripts, or whose first language is not English must also take the TOEFL and score 540 on the paper-based exam, 207 on the computer-based exam, or 76 on the internet-based exam.
- Students with more than one BSN level course failure in another BSN program are not eligible for admission.

## **International Student Applicants for RN-BSN Program and Post-Baccalaureate Certificate in Nursing Informatics**

- International student applicants for specifically designated cohorts of the RN-BSN program and post-baccalaureate certificate in Nursing Informatics may have the following exemption to the undergraduate nursing student admission criteria:
  - Active US RN license
  - Instead, these applicants may submit evidence of licensure as a Registered Nurse (RN) in their country of origin or country of practice.
  - All other undergraduate nursing student admission criteria is required.

## **General Nursing Admissions Information**

### **Alternative Credits**

In order to meet prerequisite course requirements, students may use alternative credits such as CLEP, AP, IB or DSST. They must have been approved by Jacksonville University. A maximum of 30 credit hours may be awarded for alternative credits.

### **Portfolio Credit**

Credit may be awarded for content included in certain approved nursing courses for RN-BSN students only. The student is responsible to demonstrate, through the use of a portfolio that supports the individual's knowledge and skill, that course objectives have been met and credit is warranted.

### **Credit for RN Licensure**

Registered Nurses receive a maximum of 30 credits towards the RN-BSN degree for successful completion of the National Council Licensure Examination for Registered Nurses.

---

## **School of Applied Health Sciences Admission**

### **KINESIOLOGY AND COMMUNICATION SCIENCES AND DISORDERS PROGRAM ADMISSION**

#### **Bachelor of Science in Kinesiology**

Admission requirements to the Kinesiology major include:

- Submit KIN undergraduate major application
- Cumulative GPA of 3.00 on a 4.0 scale
- Successful completion of University core requirements
- Completion of all lower division prerequisites with a minimum grade of "C" or higher
  - KIN 187 – Seminar in Kinesiology, 6 cr.
  - BIOL 215 – Anatomy & Physiology I
  - BIOL 216 – Anatomy & Physiology II
  - BIOL 221 – Human Nutrition
  - CHEM 101 – Introduction to Chemistry **or** CHEM 103 – General Chemistry
  - MATH 205 – Elementary Statistics **or** MATH 206 – Statistical Methods in Science **or** PSYC 211 – Quantitative Methods in the Social Sciences
  - PHYS 111 – Principles of Physics I **or** PHYS 151 – General Physics: Mechanics

#### **Bachelor of Science in Communication Sciences and Disorders**

Admission requirements to the Communication Sciences and Disorders major include:

- Submit CSD major application
- Cumulative GPA of 3.0 on a 4.0 scale
- Completion of 60 college credit hours



- Completion of all lower division prerequisites with a minimum grade of 'C' or higher
  - CSD 203 – Introduction to Clinical Management
  - CSD 204 – Phonetics
  - CSD 205 – Speech and Language Development
  - CSD 206 – Speech Anatomy and Physiology
  - CSD 256 – Biophysical Foundations in Health Sciences
  - CSD 257 – Socio-Cultural Foundations to Health Sciences
  - BIOL 215 – Anatomy & Physiology I
  - BIOL 216 – Anatomy & Physiology II
  - BIOL 221 – Human Nutrition or PSYC 210 – Human Growth & Development
  - PSYC 201 – Introduction to Psychology
  - CHEM 101 – Introduction to Chemistry or CHEM 103 – General Chemistry  
or PHYS 111 – Principles of Physics
  - MATH 205 – Elementary Statistics or MATH 206 – Statistical Methods in Science

## Graduate Programs Admission

Jacksonville University offers the following graduate programs:

### •College of Arts and Sciences

- Master of Arts (MA) in Mathematics degree (not currently accepting applications)
- Master of Arts and Master of Science in Marine Science (MA/MS) degree

### •Public Policy Institute

- Master in Public Policy (MPP) degree

### •School of Education

- Graduate Certificate in Instructional Design (ID) suitable for working professionals who wish to advance in or post into a learning/development role in their organization or receive a learning and development credential.
- Application of Processes Required to Teach English to Speakers of Others Languages (APR- TESOL) Certificate Program suitable for those who wish to teach English in a variety of settings, either overseas or in the US
- Teacher Certification Preparation Program for Elementary and Secondary Areas (TCP) designed for persons desiring to teach in the State of Florida, grades K – 12
- Master of Education (M.Ed.) in Reading Education degree (not currently accepting applications)
- Master of Science (M.S.) in Leadership and Learning degree with two (2) concentrations in Educational Leadership (EL) and Instructional Leadership and Organization Development (ILOD) (Educational Leadership concentration not currently accepting applications)

### •Davis College of Business

- Master of Business Administration (MBA) degree with both Accelerated (day) and Flex programs offering concentrations in Accounting and Finance, Management, Management Accounting (CMA preparation), Consumer Goods and Services Marketing, Portfolio Management (requires Finance department approval), and Global (through Accelerated program only)
- Executive Master of Business Administration (EMBA) degree with two concentrations in Leadership Development, and Consumer Goods and Services Marketing
- Master of Science in Applied Business Analytics (MSABA) degree
- Master of Science in Aviation Leadership (MSAL) degree
- Master of Science in Organizational Leadership (MSOL) degree
- Doctor of Business Administration (DBA) degree

- **College of Fine Arts**
  - **Master of Fine Arts in Choreography (MFA)** degree
  - **Master of Fine Arts in Visual Arts (MFA)** degree
- **Brooks Rehabilitation College of Healthcare Sciences**
  - **Keigwin School of Nursing**
    - **Post-Baccalaureate Certificate in Nursing Informatics**
    - **Master of Science in Nursing (MSN)** degree with cognates in Adult Gerontology Acute Care Nurse Practitioner, Clinical Nurse Educator, Family Nurse Practitioner, Family Nurse Practitioner with Emergency Sub-specialization, Leadership in Healthcare Systems, Nursing Administration, Nursing Informatics, Psychiatric Mental Health Nurse Practitioner, and dual Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner
    - **Post-Masters Certificate Programs** in Adult Gerontology Acute Care Nurse Practitioner, Clinical Nurse Educator, Emergency Nurse Practitioner Sub-specialization, Family Nurse Practitioner, Family Nurse Practitioner with Emergency Nurse Sub-specialization, Leadership in Healthcare Systems, Nursing Informatics, and Psychiatric Mental-Health Nurse Practitioner
    - **Doctor of Nursing Practice (DNP)** degree is available as either a post-masters (post-MSN to DNP) practice-focused doctoral program for Advanced Practice Registered Nurses (APRNs) selecting the Advanced Practice cognate and Registered Nurses (RNs) selecting the Leadership cognate, or as a BSN to DNP option offering the Family Nurse Practitioner cognate and the Leadership cognate
  - **School of Applied Health Sciences**
    - **Post-Baccalaureate Certificate in Health Data Analytics**
    - **Professional Gerontologist Graduate Certificate**
    - **Master of Science in Clinical Mental Health Counseling** degree with an emphasis in Marriage and Family Therapy
    - **Master of Science in Health Informatics** degree
    - **Master of Science in Kinesiology Sciences** degree
    - **Master of Science in Speech-Language Pathology** degree
    - **Master of Science in Sport Management** degree (in partnership with the Davis College of Business)
    - **Doctor of Occupational Therapy (OTD)** degree
  - **School of Orthodontics**
    - **Combined Certificate in Orthodontics and Master of Science in Dentistry** degree - 27-month program the Advanced Specialty Education Program in Orthodontics and Dentofacial Orthodontics
    - **Fellowship in Clinical Orthodontic Research** – a one year, non-accredited continuing education program in orthodontic clinical research
- **Dual Degrees**
  - **Master in Public Policy (MPP)/Juris Doctor (JD)** -awarded by the Florida Coastal School of Law)
  - **Master in Public Policy (MPP)/Master of Business Administration (MBA)**
  - **Master in Public Policy (MPP)/Master of Arts or Master of Science in Marine Science (MA-MS MSC)**
  - **Master of Business Administration (MBA)/Juris Doctor (JD)** - awarded by the Florida Coastal School of Law)
  - **Master of Science in Applied Business Analytics (MSABA)/Master of Business Administration (MBA)**
  - **Master of Science in Applied Business Analytics (MSABA)/Master of Science in Organizational Leadership (MSOL)**

- Master of Science in Nursing (MSN)/Master of Business Administration (MBA)
- Master of Science in Health Informatics (MSHI)/Master of Business Administration (MBA)
- Master of Science in Sport Management (MSSM)/Master of Business Administration (MBA)

**Individual Degree Requirements follow:**

**●COLLEGE OF ARTS AND SCIENCES**

**Master of Arts in Mathematics (M.A.) Admission**

**\*\*THIS PROGRAM IS CURRENTLY NOT ACCEPTING APPLICATIONS\*\***

Admission requirements include:

- A \$50 nonrefundable application fee.
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form.
- Three (3) letters of recommendation, two (2) of which must pertain to prior academic experience addressing the candidate's potential for being successful in a rigorous graduate program, must be submitted with the initial application to the MA in Mathematics Program.
- All applications and official transcripts of undergraduate as well as graduate work must be on file in the Office of Graduate Admission prior to initial registration.
- Admission to graduate study is granted on an individual basis upon review of the applicant's entire academic record by the Advisor of the MA in Mathematics Program. Evidence considered includes past academic performance, letters of recommendation, and past professional experience. A student may be asked to have a personal interview with the Advisor of the MA in Mathematics Program.
- Overall undergraduate grade point average (GPA) of 2.5 on a 4.0 scale if earned within two (2) years of awarding the bachelor's degree. Students not meeting these requirements may be admitted in a conditional status up to and including six (6) semester hours. Students are prohibited from taking additional MA in Mathematics courses until they meet all admission requirements.
- An undergraduate degree in Mathematics is not necessary for admission to the MA in Mathematics Program; however, all applicants must be accepted by the Advisor to the MA in Mathematics Program and must demonstrate adequate understanding of basic differential and integral calculus, and must have successfully completed Calculus I and Calculus II..
- Any exceptions to the preceding requirements must be approved by the Dean of the College of Arts and Sciences.
- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under International Students.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Transfer Credit** - Students may transfer six (6) semester hours of appropriate graduate credit with an earned grade of "B" or higher from a regionally accredited college or university. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

## Master of Arts and Master of Science in Marine Science (M.A./M.S.) Admission

Admissions requirements include:

- A \$50 non-refundable application fee.
- A bachelor's degree from a regionally accredited institution with an overall undergraduate grade point average (GPA) of 3.0 on a 4.0 scale
- A completed graduate admission application form.
- Three (3) letters of recommendation.
- Submission of the Graduate Record Examination (GRE) score report.
- Submission of a two page Statement of Research and Professional Goals.
- Applications should be submitted by February 1st. Applications completed after that date will be considered on a space available basis.

In addition to all program admission requirements listed above, all international student applicants must meet the JU Admissions requirements as outlined under **International Students**.

Admission to the MA/MS in Marine Science program is selective and limited to those students who demonstrate potential for successfully completing the program. The decision is based on evaluation of the student's undergraduate program and grades earned, work experience (if applicable), letters of recommendation, statement of research and professional goals, and the personal interview.

An undergraduate degree in Marine Science is not necessary for admission to the MA/MS in the Marine Science Program, however, all applicants must be accepted by the Graduate Review Committee (GRC) to either the MS/MA in the MSC Program and must demonstrate adequate potential to successfully complete graduate level courses in the field of marine science. Students whose undergraduate specialization is not in Marine Science may be required to take additional undergraduate courses in order to qualify for advanced study. Each student will either have a thesis committee (MS) or an academic advisor (MA). The advisor/committee will assist the student in developing an academic plan and must approve all work done in pursuit of the degree.

Students not meeting entrance requirements outlined above may be admitted as non-degree seeking and be allowed to earn (6) semester hours of graduate level MSC course work at JU. Students must receive permission from the instructor before taking additional 500-level MSC courses at JU until they meet all admission requirements.

- All applications and official transcripts of undergraduate as well as graduate work must be on file in the Office of Graduate Admission prior to initial registration.
- Any exceptions to the preceding requirements must be approved by the Director of Marine Science Graduate Studies.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Blvd. North  
Jacksonville, FL 32211-3394

**Transient or Non-degree Student Application** - Applications for admission to JU as a transient or non-degree seeking student must be filed with the Office of Graduate Admission prior to initial registration.

Admission requirements include:

- A bachelor's degree or higher from a regionally accredited institution.
- Official transcript(s) showing all undergraduate and graduate course work of the candidate.

**Admission to Candidacy** - A student may be admitted to candidacy for the degree only if all admissions materials have been filed with the Office of Admission - Graduate Programs. Students who have been admitted to graduate study as non-degree seeking must complete six (6) credit hours of graduate-level courses in the major subject areas at JU with a grade of "B" or better. The Director and GRC will then decide whether or not the student should be admitted to candidacy for the MA/MS in Marine Science degree.

**Transfer of Credit** - Six (6) semester hour credits or 10-quarter hour credits of course work with grades of "B" or above at the graduate level in courses similar in content and rigor to Jacksonville University's MA/MS in Marine Science Program may be transferred from other regionally accredited institutions upon written petition by the student and with the approval of the Director and GRC. Graduate credit hours earned more than six years prior to graduation from the MA/MS in Marine Science Program will not be accepted. Graduate credit hours earned by correspondence will not be accepted.

All work transferred is subject to examination by JU. In no case will credit be transferred until the student has successfully completed six (6) credit hours of graduate work at JU. Any work transferred to JU will be entered as hours earned only and will not be used in the computation of the GPA. Only graduate courses will be considered for transfer. Further, this work must be pertinent to the course of study planned at JU. The last six (6) hours of graduate credit toward the MA/MS in Marine Science degree must be earned at Jacksonville University.

An **Accelerated Bachelor of Science to Master of Arts (ABM) Marine Science Program** is available. Please refer to the Graduate Programs section of this catalog.

## ●PUBLIC POLICY INSTITUTE

### Master in Public Policy (M.P.P.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee.
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form.
- Five required documents:
  - Transcripts - An official transcript and a copy of the transcript from the applicant's undergraduate degree granting institution and an official transcript for all academic work beyond secondary school, including graduate work, study abroad, and community college courses.
  - Two letters of recommendation.
  - Resume.
  - Official Graduate Record (GRE), Graduate Management Admission Test (GMAT), or LAW School Admission Test (LSAT) score report.
  - Essay - Statement of Purpose (required) - The Statement of Purpose is a concise essay (750 to 1,000) words on the applicant's academic and career goals, why the applicant is applying to JU. - Optional Statement (not required) - The JU PPI admissions committee welcomes additional information that an applicant may wish the committee to consider. This optional essay can address the applicant's personal background, work experience, etc. It is recommended that the optional statement be limited to 1,000 words. There is no penalty for not submitting this statement.
- All applications and transcripts of undergraduate as well as graduate work must be on file in the Office of Graduate Admission prior to acceptance.

- Admission to graduate study is granted on an individual basis upon review of the applicant's entire academic record and the applicant may be asked to have a personal interview with the director of the MPP program.
- In addition to the program admission requirements, all international student applicants must meet the JU admissions requirements as outlined under "International Students." Further, all international students are required to present GRE, GMAT, or LSAT scores.
- Any exceptions to the preceding requirements must be approved by the Director of the MPP program.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MPP or MPP dual degree programs. The MPP Program fully qualifies for the financial benefits available to veterans or their dependents.

**Admission to Candidacy** - A student may be admitted to candidacy for the MPP degree only if all admission materials have been filed with the Office of Graduate Admission.

**Transfer Credit** - A maximum of six (6) semester hours or 10-quarter hours of graduate academic credit may be transferred from an accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's MPP Program, and the grade must be at least a "B." To be eligible for transfer credit, the student must submit a transcript and catalog description of the course(s) to the Director of the Public Policy Institute. All courses submitted for transfer credit consideration must have been taken within five years of beginning the MPP program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

**NOTE:**

- **MPP Applicants with a Juris Doctor (JD)** - Six academic credits are awarded toward the MPP degree for MPP applicants with a Juris Doctor degree who meet the following requirements: (1) have obtained a JD from an ABA accredited law school, (2) have passed a state bar examination, and (3) have practiced law for a minimum of five years. These applicants will receive six academic credits toward the 48 credits required for the MPP degree at JU.
- **MPP Applicants with a Master in Business Administration (MBA)** - Six academic credits are awarded toward the MPP degree for MPP applicants with an MBA who meet the following requirements: (1) have obtained a MBA from an accredited business school, and (2) subsequently have at least five years of work experience. These applicants will receive six academic credits toward the 48 credits for the MPP degree at JU.

● **SCHOOL OF EDUCATION**

**Graduate Certificate in Instructional Design Admission**

The Graduate Certificate in Instructional Design is a stand-alone, 12-credit hour certificate under the umbrella of the Leadership and Learning (LL) program in the School of Education. Instructional Design (ID) is the systematic process of creating learning experiences to achieve optimal training outcomes. Admission requirements include:

- A undergraduate bachelor's degree or higher from a regionally accredited institution.
- Copy of resume.
- Two letters of recommendation.
- Statement of professional goals (250 words).
- 3.0 GPA.

### Teach English to Speakers of Other Languages (APR-TESOL) Certificate Program

The Graduate level APR-TESOL Certificate is open to non-degree students who have achieved at least a bachelor's degree and/or current JU graduate students. No previous training in linguistics is required for admission. However, a background in a second or a foreign language is preferred.

Admission requirements include:

- A bachelor's degree from a regionally accredited institution with an overall undergraduate grade point average (GPA) of 3.0 or higher on a 4.0 scale, or a cumulative GPA of a 3.0 or higher on a 4.0 scale in graduate level course work.

### Teacher Certification Preparation (TCP)

The School of Education offers an alternative certification pathway which meets the requirements of the Florida Department of Education (FLDOE) for Alternative Certification route. The Alternative Teacher Certification Preparation (TCP) courses are suitable for students with a Bachelors degree from an accredited institution seeking to teach in the State of Florida. Each of the five courses incorporate the SOE's connected-learning approach to education through supportive faculty-teacher relationships and the curriculum is based on current practice and research.

Applications for Alternative Teacher Certification Preparation (TCP) are accepted on a continuous basis. This is a non-degree program and was designed for persons who want to transition to teaching K-12. A candidate may take any portion or all five (5) of the courses offered, as needed. Required documentation in support of Alternative Teacher Certification Preparation application includes:

- A completed graduate admission application.
- A bachelor's degree with an overall subject area GPA of 2.00 earned from a regionally accredited institution.
- A \$50 nonrefundable application fee.
- In addition to the program admission requirements, all international student applicants must also meet the JU Admissions requirements as outlined under "International Students."
- All applications and transcripts of undergraduate as well as graduate work must be on file in the Office of Admission prior to initial registration.

All applications materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Veterans Application** - Jacksonville University welcomes applications from veterans to the TCP program.

### Master of Education in Reading Education (M.Ed.) Admission

**\*\*THIS PROGRAM IS CURRENTLY NOT ACCEPTING APPLICATIONS\*\***

Admission requirements include:

- A \$50 nonrefundable application fee.



- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form.
- Two letters of recommendation from a professional in the field of education.
- Official copies of all college transcripts.
- Undergraduate cumulative grade point average of 3.0 or higher graduate GPA on last 60 credits completed in upper division courses.
- A resume.
- A 250-word letter of interest, stating goals and purposes for pursuing degree..
- Minimum two (2) years teaching experience preferred.
- Two letters of recommendation from a professional in the field of education.
- Maximum of six (6) graduate credit hours relevant to the program with an earned grade of "B" or higher may be transferred from an accredited college or university as approved by program director. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.
- Demonstrated access to a personal computer, high-speed internet connection, and an email account.

Admission to the M.Ed. in Reading Education degree program is selective and limited to those students who demonstrate a potential for successfully completing the program. The decision is based upon the applicant's admission requirements as outlined above.

### Master of Science in Leadership and Learning (M.S.) Admission

**\*\*Educational Leadership concentrations IS CURRENTLY NOT ACCEPTING APPLICATIONS\*\***

Admission requirements include:

- A \$50 nonrefundable application fee.
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form.
- Two letters of recommendation for all concentrations. Note: For the Educational Leadership concentration, at least one of the recommendation letters must come from the school principal or immediate supervisor.
- Statement of Professional Goals (250 words minimum)
- Submission of the Graduate Record Examination (GRE) score report as required. Students with a 3.0 cumulative undergraduate GPA and 3 years relative work experience are exempt.
- A resume.
- All applications and transcripts of undergraduate as well as graduate work must be on file in the Office of Graduate Admission prior to initial registration.

Additional requirements for Educational Leadership (EL) concentration:

- Two years minimum K-12 teaching experience
- Submission of two most recent performance evaluations with ratings of effective or higher
- Any exceptions to preceding requirements must be approved by the Director of the Leadership and Learning program.
- Note:** An interview may be required for admission to the Leadership and Learning program.
- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under "International Students." Further, all international students are required to present a GRE score.



All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the M.S. in Leadership and Learning program. The M.S. in Leadership and Learning program fully qualifies for the financial benefits available to veterans or their dependents.

**Transient or Non-Degree Student Application** - Classes only available for those accepted to the M.S. in Leadership and Learning program.

**Transfer of Credit** - Students admitted to the M.S. in Leadership and Learning program must attend full-time. The cohort's fixed curriculum **does not allow for transfer credits**. Students attend courses as scheduled throughout the entire program. If a student must drop from the program for personal reasons, he or she must wait one full year before requesting readmission to the program.

**Admission to Candidacy** - A student may be admitted to candidacy for the degree only if all admissions materials have been filed with the Office of Graduate Admission.

**All application materials must be submitted by June 15 for the fall semester in the same year.**

#### •DAVIS COLLEGE OF BUSINESS

##### Master of Business Administration Admissions - Accelerated Program (M.B.A.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee.
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form.
- Two completed recommendation forms.
- Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Students graduating with a degree in business from an AACSB accredited institution who hold a cumulative GPA of 3.3 or higher are exempt from taking the GMAT/GRE.
- A resume.
- A Statement of Purpose (short essay).
- All students entering the Accelerated MBA must, by academic background and/or business experience, be knowledgeable in the areas of accounting, economics, finance, and statistical analysis. Students without these qualifications will be required to take the appropriate foundation courses. There are four (4) foundation courses: (1) Accounting; (2) Economics; (3) Finance; and (4) Quantitative Methods.
- In addition to the program admission requirements, all international student applicants must meet the Jacksonville University Admissions requirements as outlined under "International Students".
- Upon acceptance to the Accelerated MBA Program, all candidates must submit a \$200 non-refundable deposit, which will be applied to the first semester's tuition.

All application materials should be mailed to:

- Graduate Admissions

Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Types of Accelerated MBA Admissions** - Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission.

A student enrolled in an MBA program at another institution may take courses at JU as a "graduate transient" student for one semester only. The student must present a letter from his or her degree-granting institution indicating good standing. Jacksonville University accepts no responsibility regarding the transferability of its MBA courses to other institutions.

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the Accelerated MBA Program. The Accelerated MBA Program fully qualifies for the financial benefits available to veterans or their dependents.

**Transfer and Transient Credit** - A maximum of six (6) semester hours or 10-quarter hours of graduate academic credit may be transferred from an AACSB accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's Accelerated MBA Program, and the grade must be at least a "B" or with Director of Graduate Program's approval. To be eligible for transfer credit, the student must submit a transcript and catalog description of the course(s) to the Director of Graduate Business Programs. All courses submitted for transfer credit consideration must have been taken within five (5) years of beginning the Accelerated MBA program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

Students admitted to the Accelerated MBA Program will normally be expected to satisfy degree requirements by taking courses at JU. Permission to take a course at another institution for transient credit will only be granted in the presence of extenuating circumstances. The Director of Graduate Business Programs must approve transient study in advance of the student taking the course. Transient credit will only be awarded if the grade earned in an approved course is at least a "B" or with Director of Graduate Program's approval.

### Master of Business Administration – Flex Program (M.B.A.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form
- Two completed recommendation forms
- Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Students graduating with a degree in business from an AACSB accredited institution who hold a cumulative GPA of 3.3 or higher and have 3 years of relevant work experience are exempt from taking the GMAT/GRE.
- A resume
- A Statement of Purpose (short essay)
- Three or more years of relevant work experience is recommended
- All students entering the FLEX MBA Program must, by academic background and/or business experience, be knowledgeable in the areas of accounting, economics, finance, and statistical

analysis. Students without these qualifications will be required to take the appropriate foundation courses. There are four (4) foundation courses: (1) Accounting; (2) Finance; (3) Economics; and (4) Quantitative Methods.

- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under "International Students."
- Upon acceptance to the FLEX MBA Program, all candidates must submit a \$200 non-refundable deposit, which will be applied to the first semester's tuition.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Types of FLEX MBA Admissions** - Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission. In rare instances, applicants who cannot supply the required credentials in a timely manner may be granted non-degree status. Graduate non-degree status may be granted for the administrative convenience of the school and/or students. Admission on this basis is for one semester only and does not guarantee or imply that the individual will be accepted as a degree candidate. The applicant's admission file must be complete at the end of the first semester so that an application decision may be reached by the second semester. Students with incomplete application files will not be permitted to register for the second semester. A student enrolled in an MBA program at another institution may take courses at JU as a "graduate transient" student for one semester only. The student must present a letter from his or her degree-granting institution indicating good standing. Jacksonville University accepts no responsibility regarding the transferability of its MBA courses to other institutions.

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the FLEX MBA Program. The FLEX MBA Program fully qualifies for the financial benefits available to veterans or their dependents.

**Transfer and Transient Credit** - A maximum of six (6) semester hours or 10-quarter hours of graduate academic credit may be transferred from an AACSB accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's FLEX MBA Program, and the grade must be at least a "B" or with Director of Graduate Program's approval. To be eligible for transfer credit, the student must submit a transcript and catalog description of the course(s) to the Director of Graduate Business Programs. All courses submitted for transfer credit consideration must have been taken within five (5) years of beginning the FLEX MBA program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

Students admitted to the FLEX MBA Program will normally be expected to satisfy degree requirements by taking courses at JU. Permission to take a course at another institution for transient credit will only be granted in the presence of extenuating circumstances. The Director of Graduate Business Programs must approve transient study in advance of the student taking the course. Transient credit will only be awarded if the grade earned in an approved course is at least a "B" or with Director of Graduate Program's approval.

## Master of Business Administration – Executive MBA Program (E.M.B.A.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee
- A bachelor's degree from a regionally accredited institution. In rare circumstances, documented work experience and an acceptable GMAT score may serve as fulfillment of a course of study.
- A completed graduate admission application form
- Three letters of recommendation from individuals who can speak to the candidate's intellectual and professional abilities
- A resume. Executive MBA Program degree candidates should have an average of ten years of professional work experience, preferably with five (5) years in a management role; a proven track record of successful project, budget, product or resource management; an understanding of basic accounting, statistics and economics; proficiency in Microsoft Office products; and strong communication skills, both written and oral.
- A Statement of Purpose (short essay).
- Letter of support from the employer for time and monetary commitment, if applicable
- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under "International Students."
- After all applications materials are received, an interview will be scheduled with the Director of Graduate Business Programs.
- Upon acceptance to the EMBA program, all candidates must submit a non-refundable \$1,500 deposit, which will apply to the first semester's tuition.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Transfer and Transient Credit** - Students admitted to the Executive MBA Program must attend full-time. The cohort, "lock-step" format **does not allow for transfer credits** or transient students. Students attend courses as scheduled throughout the five semesters. If a student must drop from the program for personal reasons, he or she must wait one full year before being readmitted.

## Master of Science in Applied Business Analytics Program Admission

Admission requirements include:

- A \$50 nonrefundable application fee
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form
- Two completed recommendation forms
- Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Students graduating with a degree in business from an AACSB accredited institution who hold a cumulative GPA of 3.3 or higher and have 3 years of relevant work experience are exempt from taking the GMAT/GRE.
- A resume
- A Statement of Purpose (short essay)
- Three or more years of relevant work experience is recommended

- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under "International Students."

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Types of MSABA Admissions** - Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission. In rare instances, applicants who cannot supply the required credentials in a timely manner may be granted non-degree status. Graduate non-degree status may be granted for the administrative convenience of the school and/or students. Admission on this basis is for one semester only and does not guarantee or imply that the individual will be accepted as a degree candidate. The applicant's admission file must be complete at the end of the first semester so that an application decision may be reached by the second semester. Students with incomplete application files will not be permitted to register for the second semester. A student enrolled in a graduate program at another institution may take courses at JU as a "graduate transient" student for one semester only. The student must present a letter from his or her degree-granting institution indicating good standing. Jacksonville University accepts no responsibility regarding the transferability of its graduate courses to other institutions.

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MSABA Program. The MSABA Program fully qualifies for the financial benefits available to veterans or their dependents.

### Master of Science in Aviation Leadership Program (M.S.A.L.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form
- Two completed recommendation forms
- Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Students graduating from a regionally accredited institution who complete a personal interview or hold a cumulative GPA of 3.0 or higher and have 3 years of relevant work experience are exempt from taking the GMAT/GRE.
- A resume
- A Statement of Purpose (short essay)
- Three or more years of relevant work experience is recommended
- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under "International Students."

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Types of MSAL Admissions** - Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission. In rare instances, applicants who cannot supply the required credentials in a timely manner may be granted non-degree status. Graduate non-degree status may be granted for the administrative convenience of the school and/or students. Admission on this basis is for one semester only and does not guarantee or imply that the individual will be accepted as a degree candidate. The applicant's admission file must be complete at the end of the first semester so that an application decision may be reached by the second semester. Students with incomplete application files will not be permitted to register for the second semester.

A student enrolled in an MSAL program at another institution may take courses at JU as a "graduate transient" student for one semester only. The student must present a "transient form" from his or her degree-granting institution indicating good standing. Jacksonville University accepts no responsibility regarding the transferability of its MSAL courses to other institutions.

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MSAL Program. The MSAL Program fully qualifies for the financial benefits available to veterans or their dependents.

**Transfer and Transient Credit** - A maximum of six (6) semester hours or 10-quarter hours of graduate academic credit may be transferred from an AACSB accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's MSAL Program, and the grade must be at least a "B." To be eligible for transfer credit, the student must submit a transcript and catalog description of the course(s) to the Director of Graduate Business Programs. All courses submitted for transfer credit consideration must have been taken within five (5) years of beginning the MSAL program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average. Students admitted to the MSAL Program will normally be expected to satisfy degree requirements by taking courses at JU. Permission to take a course at another institution for transient credit will only be granted in the presence of extenuating circumstances. The Director of Graduate Business Programs must approve transient study in advance of the student taking the course. Transient credit will only be awarded if the grade earned in an approved course is at least a "B."

### Master of Science in Organizational Leadership Program (M.S.O.L.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form
- Two completed recommendation forms
- Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Students graduating from a regionally accredited institution who hold a cumulative GPA of 3.0 or higher and have 3 years of relevant work experience are exempt from taking the GMAT/GRE.
- A resume
- A Statement of Purpose (short essay)
- Three or more years of relevant work experience is recommended
- In addition to the program admission requirements, all international student applicants must meet the JU Admissions requirements as outlined under "International Students."

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Types of MSOL Admissions** - Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission. In rare instances, applicants who cannot supply the required credentials in a timely manner may be granted non-degree status. Graduate non-degree status may be granted for the administrative convenience of the school and/or students. Admission on this basis is for one semester only and does not guarantee or imply that the individual will be accepted as a degree candidate. The applicant's admission file must be complete at the end of the first semester so that an application decision may be reached by the second semester. Students with incomplete application files will not be permitted to register for the second semester.

A student enrolled in an MSOL program at another institution may take courses at JU as a "graduate transient" student for one semester only. The student must present a "transient form" from his or her degree-granting institution indicating good standing. Jacksonville University accepts no responsibility regarding the transferability of its MSOL courses to other institutions.

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MSOL Program. The MSOL Program fully qualifies for the financial benefits available to veterans or their dependents.

**Transfer and Transient Credit** - A maximum of six (6) semester hours or 10-quarter hours of graduate academic credit may be transferred from an AACSB accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's MSOL Program, and the grade must be at least a "B" or with the Director of Graduate Program's approval. To be eligible for transfer credit, the student must submit a transcript and catalog description of the course(s) to the Director of Graduate Business Programs. All courses submitted for transfer credit consideration must have been taken within five (5) years of beginning the MSOL program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

Students admitted to the MSOL Program will normally be expected to satisfy degree requirements by taking courses at JU. Permission to take a course at another institution for transient credit will only be granted in the presence of extenuating circumstances. The Director of Graduate Business Programs must approve transient study in advance of the student taking the course. Transient credit will only be awarded if the grade earned in an approved course is at least a "B" or with Director of Graduate Program's approval.

### Doctor of Business Administration (D.B.A.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee
- An MBA or master's degree from a U.S. higher education institution accredited by one of the regional accrediting associations, or from a comparable foreign institution, with a minimum grade point average (GPA) of 3.25 (on a 4.0 point scale), is required. Applicants possessing a master's degree in a field of study other than Business will be required to complete additional



preparatory courses drawn from JU's MBA courses, as appropriate. Candidates must have earned at least 30 credits at the master's level or higher

- A completed DBA admission application form
- Three letters of recommendation attesting to the applicant's ability to succeed in a rigorous graduate program
- Applicants who have completed the GMAT or GRE examinations within the past ten years may submit their test score results. This is not mandatory but may benefit the candidate's admissions package
- A vita or resume detailing extensive professional and/or educational understanding of business. A minimum of seven years of professional experience in business management or not-for-profit administration.
- A statement explaining the candidate's educational and vocational goals for pursuing the DBA
- After all applications materials are received, an interview will be scheduled with the top candidates who meet the admission and DBA program requirements
- Upon acceptance into the DBA program, the candidate must make a \$5,000 tuition deposit within 60 days or forfeit their place if accepted prior to January 1<sup>st</sup>. In the event a candidate is accepted after January 1<sup>st</sup> for the following fall semester, then the \$5,000 tuition deposit must be paid within 30 days or forfeit their place.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Transfer Credit and Cancellation Policy** – It is rare that transfer credit can be applied towards the candidate's DBA degree. However, any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average. Students attend doctoral courses as scheduled through the first two years as part of a cohort. For example, if a student suspends their participation for a term during the first two years for personal reasons, that candidate must wait one year before repeating the "dropped" coursework in order to complete the program. However, there is schedule flexibility in the third year while the candidate prepares research materials, gathers results, and writes the dissertation.

#### •COLLEGE OF FINE ARTS

##### Master of Fine Arts in Choreography (M.F.A.) Admission

Admission requirements include:

- A \$50 non-refundable application fee.
- Submit via mail your official transcripts of academic work. A bachelor's degree (with an undergraduate major in dance) from a regionally accredited institution or equivalent dance experience is required.
- Completed online graduate admission application.
- Via the online application, the following is required:
  - Name and contact info for three (3) current reference
  - Curriculum vitae of experience
  - Artist's Statement to include artistic goals for the period of study
- Submit electronically, a DVD of selected works (12 minutes maximum).



- In addition to the program admission requirements, all international student applicants must also meet the JU admissions requirements as outlined under "International Students."
- Admission Process - The admissions process is highly selective. For low-residency acceptance, applicants must be mature, mid-career working artists.

**Transfer of Credit - Transfer of credit will not be allowed** in the graduate curriculum.

**Admission to Candidacy** - A student may be admitted to candidacy for the degree only if all admissions materials have been filed with the Office of Admission. All application materials must be submitted by March 31 for the summer semester beginning in June of the same year.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

### Master of Fine Arts in Visual Arts (M.F.A.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee.
- Submit your official transcripts of academic work electronically or via mail. A bachelor's degree (with an undergraduate major in art) from a regionally accredited institution or equivalent experience is required.
- Completed online graduate admission application.
- Via the online application, the following is required:
  - Name and contact info for three (3) current references
  - Curriculum vitae of experience
  - Artist's Statement to include artistic goals for the period of study
- Submit via the portfolio link in the online application a portfolio of selected works.
- In addition to the program admission requirements, all international student applicants must meet the JU admissions requirements as outlined under "International Students."
- Admission Process - The admissions process is highly selective. For low-residency acceptance, applicants must be mature working artists.

**Transfer of Credit - Transfer of credit will not be allowed** in the graduate curriculum.

**Admission to Candidacy** - A student may be admitted to candidacy for the degree only if all admissions materials have been filed with the Office of Admission. All application materials must be submitted by March 31 for the summer semester beginning in June of the same year.

All application materials should be submitted online in the application links or mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

- **BROOKS REHABILITATION COLLEGE HEALTHCARE SCIENCES**
- **KEIGWIN SCHOOL OF NURSING**

### Post-Baccalaureate Certificate in Nursing Informatics Admission

Admission requirements include:

- A \$50 nonrefundable application fee.
- Proof of graduation from an accredited ACEN or CCNE BSN nursing program. Overall undergraduate nursing grade point average above a 3.0 on a 4.0 scale.
- Completed graduate application.
- Three recommendations; two of which should be professional references. References should be from a supervisor familiar with the student's clinical abilities and if possible an educator who taught the student.
- Students whose overall undergraduate GPA is below a 3.0 on a 4.0 scale must submit an official copy of scores reflecting a total score of 900 or more on the combined verbal and quantitative sections of the GRE exam previous to August 1, 2011 or 290 combined score on the revised GRE exam taken after August 1, 2011.
- Official transcripts from all colleges and universities.
- Current Florida registered nurse license. Out of state applicants must be eligible for endorsement in Florida. International students must hold a current license from a U.S. state and be eligible for endorsement in Florida.
- Documentation of CPR/BLS certification.
- Resume or CV
- Written Essay - the essay will discuss a personal statement describing reasons for pursuing an advanced degree and professional goals.
- Evidence of completion of an undergraduate course in statistics and physical assessment.
- Graduate admissions committee may request an on-campus interview.
- TOEFL - minimum score 650 (paper), 280 (computer), 114 (internet-based), or IELTS – 8.0 if applicant's primary language is not English.

The application for the post-baccalaureate certificate in Nursing Informatics should be completed online through the JU website at <https://apply.ju.edu/apply/>.

All supplemental materials for your application should be uploaded to our web-based application as prompted. If you have any questions regarding your application, please contact [brchscohortprograms@ju.edu](mailto:brchscohortprograms@ju.edu).

### Master of Science in Nursing (M.S.N.) Admission

Admission requirements include:

- A \$50 nonrefundable application fee.
- Proof of graduation from an accredited ACEN or CCNE BSN nursing program. 3.0 undergraduate nursing GPA on a 4.0 scale.
- Completed online graduate application.
- Three recommendations; two of which should be professional references. References should be from a supervisor familiar with the student's clinical abilities and if possible an educator who taught the student.
- Official GRE scores of 290 or higher. The requirement of official GRE scores is waived for all applicants with a 3.0 or higher undergraduate nursing GPA.
- Official transcripts from all colleges and universities.

- Current Florida registered nurse license. Out of state applicants must be eligible for endorsement in Florida. International students must hold a current license from a U.S. state and be eligible for endorsement in Florida.
- Resume or CV
- Statement of Intent – A personal statement describing your reasons for pursuing an advanced degree and detailing your professional goals. Should not exceed two pages.
- Evidence of successful completion of an undergraduate course in statistics and physical assessment.
- Graduate admissions committee may request an on campus interview. All ARNP tracks require an on campus interview.
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant’s primary language is not English.
- For all APRN programs: One year of clinical experience as an RN required prior to beginning the first clinical Nurse Practitioner course.
- For FNP/ENP program: One year of clinical experience in an emergency setting and Advanced Cardiac Life Support Certification are required prior to beginning the first clinical nurse practitioner course.
- For AGACNP program: a minimum of one year of professional experience as an RN in a critical care setting is required and advanced cardiac life support certification are required prior to beginning the first clinical nursing practitioner course.
- For APRN programs, a background check is required for all students participating in clinical practice. Information on the background check may need to be released to clinical agencies for permission to participate at the clinical site. If clinical placement is denied by the agency, and an alternative site cannot be obtained, the student may either have their acceptance rescinded if they have not yet begun their program, or will not complete the program.

All MSN program applications and supplemental materials should be submitted online.

**Transfer Credit** - Students accepted into the Nurse Educator, Nursing Informatics, Leadership in Healthcare Systems, or dual MSN/MBA program may transfer a maximum of six (6) semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. Students accepted into the AGACNP, FNP, dual FNP/ENP, dual FNP/PMHNP or PMHNP program may transfer a maximum of nine (9) semester credit hours or three total graduate courses. The credit must be in courses similar in content and rigor to Jacksonville University's MSN Program, and the grade must be at least a "B". To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the appropriate advisor. All transfer credit must be evaluated and approved prior to the start of the MSN program. Students will not receive transfer credit for courses taken at other schools once they have begun courses in the MSN program at JU. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file upon starting the MSN program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

**Selection Process** - Admission to the MSN program is selective and limited to those students who demonstrate potential for successfully completing the program. The decision is based on evaluation of the student's undergraduate program and grades earned, GRE scores if overall GPA is below 3.0, professional work experience (if applicable), letters of recommendation, statement of intent, and personal interview (if applicable).

### **International Student Applicants for MSN Program**

International student applicants for specifically designated cohorts of the MSN Leadership in Healthcare Systems, Clinical Nurse Educator, and Nursing Informatics programs may have the following exemption to the graduate nursing student admission criteria:

- Active US RN license

Instead, these applicants may submit evidence of **licensure as a Registered Nurse (RN) in their country of origin or country of practice.**

All other graduate nursing student admission criteria is required.

### **RN - Master of Science in Nursing (M.S.N.) Admission**

Admission requirements include:

- Official transcripts from all colleges and universities attended must be submitted
- Must be a graduate from a state-approved Associate's Degree in Nursing (ADN) or Diploma nursing program with an overall undergraduate grade point average of at least 3.0 on a 4.0 scale.
- Students applying for transfer from RN-BSN program to RN-MSN program are must have a grade point average of 3.0 on a 4.0 scale
- Active U.S. RN license.
- Copy of current driver's license
- Three recommendations; two of which should be professional references. References should be from a supervisor familiar with the student's clinical abilities and if possible an educator who taught the student.
- Essay: The Essay will discuss a personal statement describing reasons for pursuing an advanced degree and professional goals.
- Submission of professional resume
- TOEFL - minimum score 650 (paper), 280 (computer), 114 (internet-based), or IELTS – 8.0 if applicant's primary language is not English.

### **Selection Process**

Admission to the MSN Program is selective and limited to those students who demonstrate potential for successfully completing the program. The decision is based on evaluation of the student's undergraduate program and grades earned, work experience (if applicable), letters of recommendation, and the personal interview, including the written essay.

### **Post-Masters Certificates Program Admission**

Admission requirements include:

- A \$50 nonrefundable application fee.
- Proof of graduation from an accredited ACEN or CCNE MSN nursing program. Overall graduate nursing grade point average above a 3.0 on a 4.0 scale.
- Completed online graduate application.
- Three recommendations; two of which should be professional references. References should be from a supervisor familiar with the student's clinical abilities and if possible an educator who taught the student.
- Official GRE scores of 290 or higher. The requirement of official GRE scores is waived for all applicants with a 3.0 or higher graduate nursing GPA.
- Official transcripts from all colleges and universities.

- Current Florida registered nurse license. Out of state applicants must be eligible for endorsement in Florida. International students must hold a current license from a U.S. state and be eligible for endorsement in Florida.
- Resume or CV.
- Statement of Intent – A personal statement describing your reasons for pursuing an advanced degree and detailing your professional goals. Should not exceed two pages.
- Evidence of successful completion of an undergraduate course in statistics and physical assessment.
- Graduate admissions committee may request an on campus interview.
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant’s primary language is not English.
- For all APRN programs: One year of clinical experience as an RN required prior to beginning the first clinical Nurse Practitioner course.
- For FNP/ENP program: One year of clinical experience in an emergency setting and Advanced Cardiac Life Support certification are required prior to beginning the first clinical nurse practitioner course.
- For AGACNP program: a minimum of one year of professional experience as an RN in a critical care setting is required and Advanced Cardiac Life Support certification are required prior to beginning the first clinical nurse practitioner course.
- For APRN programs, a background check is required for all students participating in clinical practice. Information on the background check may need to be released to clinical agencies for permission to participate at the clinical site. If clinical placement is denied by the agency, and an alternative site cannot be obtained, the student will not complete the program.

For APRN program inquiries please contact [graduateadvisor@ju.edu](mailto:graduateadvisor@ju.edu).

Applicants to the Post-Masters Certificate programs should submit all application materials online.

**Transfer Credit** - Students accepted into the Clinical Nurse Educator, Leadership in Healthcare Systems, or Nursing Informatics post-master’s certificate program may transfer a maximum of six (6) semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. Students who are already licensed as APRNs may transfer in up to 12 semester credit hours or four total graduate courses. The credit must be in courses similar in content and rigor to Jacksonville University’s Post-Master’s Certificate Program, and the grade must be at least a "B". To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the advisor of the Graduate Program. All transfer credit must be evaluated and approved prior to the start of the program. Students will not receive transfer credit for courses taken at other schools once they have begun courses at JU. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file upon starting their program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

**Selection Process** - Admission to the Post-Master’s Certificate programs is selective and limited to those students who demonstrate potential for successfully completing the program. The decision is based on evaluation of the student's graduate program and grades earned, GRE scores if overall GPA is below 3.0, professional work experience (if applicable), letters of recommendation, statement of intent and personal interview (if applicable).

### Doctor of Nursing Practice (D.N.P.) Admission: Post-M.S.N. degree candidates

Admission is open to qualified men and women of any race, color, religion, and national or ethnic origin. Graduate admission is processed through the Keigwin School of Nursing. Admission to the graduate nursing program is limited.

The admission process is competitive based on the following criteria:

- A \$50 nonrefundable application fee
- MSN degree from a Commission on Collegiate Nursing Education (CCNE), American Commission for Education in Nursing (ACEN), or National League of Nursing (NLN) accredited program
- Online DNP application
- Official transcripts from all colleges and universities
- Licensed or eligible for licensure as an Advanced Registered Nurse Practitioner in the United States for the Advanced Practice cognate
- Licensed or eligible for licensure as a Registered Nurse or an Advanced Registered Nurse Practitioner in the United States for the Leadership cognate
- Three letters of reference - two clinical and one professional/academic
- Curriculum Vitae
- MSN GPA of 3.3 or higher
- Statement of Intent

\*Students admitted to the program may not start residency hours until verification of unencumbered background check and verification of supervised clinical practice hours in graduate program specialty area.

Applicants who have successfully completed their MSN degree may apply to, and be provisionally accepted into the first year of DNP coursework while seeking APRN or CNS certification.

**Transfer Credit** – Post-Master’s DNP students may transfer a maximum of six semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University’s Doctor of Nursing Practice Program and the grade must be at least a “B”. Transfer requests must be submitted and approved prior to the student beginning the program coursework. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

**Options for certifications** in Family Nurse Practitioner, Emergency Nurse Practitioner, Family Nurse Practitioner with ENP Sub-specialization, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner and Nursing Informatics are available for qualified DNP students. Students interested in this option should contact the Assistant Director of Enrollment & Advising for Graduate Nursing for further information and requirements.

For program information about the DNP program for post-MSN degree candidates, please contact [graduateadvisor@ju.edu](mailto:graduateadvisor@ju.edu).

All application materials for DNP program for post-MSN degree candidates should be submitted online.

### Doctor of Nursing Practice (D.N.P.) Admission: B.S.N. to D.N.P. degree candidates

Admission is open to qualified men and women of any race, color, religion, and national or ethnic origin. Graduate admission is processed through the Keigwin School of Nursing. Admission to the graduate

nursing APRN programs is limited to 15 slots per year. The admission process is competitive based on the following criteria:

- A \$50 nonrefundable application fee
- BSN degree from a Commission on Collegiate Nursing Education (CCNE), American Commission for Education in Nursing (ACEN), or National League of Nursing (NLN) accredited program
- Online DNP application
- 3.30 undergraduate nursing GPA on a 4.0 scale
- Official transcripts from all colleges and universities
- Evidence of successful completion of an undergraduate course in statistics and physical assessment
- Current Florida registered nurse license. Out of state applicants must be eligible for endorsement in Florida. International students must hold a current license from a U. S. state and be eligible for endorsement in Florida
- Three recommendations; two of which should be professional references. References should be from a supervisor familiar with the student's clinical abilities and if possible an educator who taught the student
- Resume or CV
- Official GRE scores of 290 or higher. The requirement of official GRE scores is waived for all applicants with a 3.0 or higher undergraduate nursing GPA.
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.
- Statement of Intent: Discuss a personal statement describing reasons for pursuing an advanced degree and professional goals.
- Interview – The Graduate Admissions Committee may request an on campus interview
- For APRN programs – Background checks are required on all students that participate in clinical practice. Information on the background check may need to be released to agencies for permission to participate at the clinical site. If clinical placement is denied by the agency, and an alternative site cannot be obtained, the student will not complete the program.
- For FNP track – *One year of professional nursing experience is required prior to beginning the first clinical Nurse Practitioner course.*

**Transfer Credit** – BSN to DNP students may transfer in a maximum of nine (9) semester credit hours or three total graduate courses from a comparable regionally accredited institution. The credit must be in courses similar in content and rigor to Jacksonville University's Doctor of Nursing Practice Program and the grade must be at least a "B". Transfer requests must be submitted and approved prior to the student beginning program coursework at Jacksonville University. No transfer credit will be awarded to courses taken after the student has started at Jacksonville University. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

For program information about the BSN to DNP degree, please contact [graduateadvisor@ju.edu](mailto:graduateadvisor@ju.edu).

All application materials for the DNP program for BSN to DNP degree candidates should be submitted online.

## ●SCHOOL OF APPLIED HEALTH SCIENCES

### Post-Baccalaureate Certificate in Health Data Analytics Admission

Admission requirements include:

- Baccalaureate degree in any discipline from a **regionally accredited institution** with a cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale. Applications not meeting this minimum GPA requirement may be reviewed on a case-by-case basis for conditional admission.
- Official transcripts from the Baccalaureate degree granting college or university. Unofficial transcripts from all other colleges and/or universities attended.
- Evidence of completion of an undergraduate course in statistics and college algebra.
- Resume or CV demonstrating experience in healthcare or healthcare informatics.

### Post-Baccalaureate Certificate in Health Data Analytics Program requirements for International Students:

All non-native English-speaking applicants are required to provide proof of English language ability.

#### Academic Records

Certified true copies of the original or official college transcripts and diploma or leaving certificate. Only records that are equivalent to college or higher will need a NACES approved evaluation.

#### Demonstrated English Proficiency

Demonstrated English proficiency is required of all international students. Students whose first language is not English or who are from a country where the medium of instruction is NOT English may demonstrate proficiency by submitting an official copy of score reports, certificates or transcripts of one of the following:

- TOEFL minimum score of 540 for paper or 76 on internet based or IELTS requirement of 6.0 if the applicant's primary language is not English.
- Transcripts showing 24 or more college-level credits with a C average or higher from a regionally accredited college or university, where English is the medium of instruction.

#### Language Proficiency Test Waiver

Some non-native English-speaking applicants may be exempt from the TOEFL/IELTS requirement. To be exempt from this requirement, applicants must meet all of the following criteria:

1. Successful completion of at least one-year of full-time college-level study at a school in a country where English is the native language.
  - a. Successfully completed the year of study (passed all the classes with a grade of C or higher).
  - b. One year of full-time enrollment is defined as 24 credit hours over 2 semesters at the undergraduate level or 18 credit hours over 2 semesters at the graduate level. English as a second language, intensive English, and/or remedial English courses cannot be included in the credit hour count.
2. At least two years of full or part-time (e.g. minimum of 2000 hours) professional work experience in the United States in relevant industries (e.g. healthcare related, health data analytics, quality, informatics, information systems). Applicants may submit a letter from their respective Human Resources Department or current supervisor documenting length of employment and English proficiency.



The Health Informatics graduate program reserves the right to require an applicant to submit a TOEFL or IELTS score regardless of the previous educational experience.

For admissions questions, please contact [MSHladmissions@ju.edu](mailto:MSHladmissions@ju.edu)

The application for the post-baccalaureate Health Data Analytics Certificate program should be completed online through the JU website at <https://apply.ju.edu/apply/>. All supplemental materials for your application should be uploaded to our web-based application as prompted. If you have any questions regarding your application, please contact [MSHladmissions@ju.edu](mailto:MSHladmissions@ju.edu)

### Professional Gerontologist Graduate Certificate Admission

Admission requirements include:

- Baccalaureate degree in any discipline from a **regionally accredited institution** with a cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale.
- Applicants where English is not the language of instruction must also submit a TOEFL score
  - TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.
- Submit a Statement of Purpose, highlighting the reason for pursuing the Professional Gerontologist Graduate Certificate, areas of interest and future career plans.
- Current Resume.

For admissions questions regarding the Professional Gerontologist Graduate Certificate, please contact Ashlea Rieser at [aquitte@iu.edu](mailto:aquitte@iu.edu) or the Academic Advisor Brittany Copeland at [bcopela1@ju.edu](mailto:bcopela1@ju.edu).

### Master of Science in Clinical Mental Health Counseling Admission

The MS-CMHC degree is a full-time cohort program with a specialization in clinical mental health counseling and an emphasis in marriage and family therapy. The degree meets state educational requirements for licensure in both mental health counseling and in marriage and family therapy. The program uses a hybrid curriculum with didactics online (50%) and experiential face-to-face (50%). Students are admitted to the program annually in the fall semester only. It is anticipated that the cohort will consist of up to 24 students. The admissions timeline is distinct and will allow for competitive admission.

Admission requirements include:

- A \$50 non-refundable application fee.
- Baccalaureate degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale. No specific undergraduate major is required.
- An official GRE score report (if cumulative GPA is less than 3.0).
- Unencumbered background check (at the beginning of the first academic semester).
- Essay (1-2 pages) that addresses reason(s) for seeking a degree in clinical mental health counseling and includes short- and long-term professional goals.
- Resume that includes education and work background, honors, memberships in professional, school, and service organizations, etc.
- Three letters of recommendation, preferably with at least one from a professor who is familiar with the applicant's academic work.
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.
- An interview with members of the CMHC faculty is a component of the admission process.

For MS-CMHC admissions questions, please contact the Academic Advisor Brittany Copeland at [bcopela1@ju.edu](mailto:bcopela1@ju.edu).

The application for the MS CMHC program should be completed online through the JU website. All supplemental materials for your application should be uploaded to our web-based application as prompted. If you have any questions regarding your application, please contact Pamela Adrian at [padrian@ju.edu](mailto:padrian@ju.edu).

**Transfer Credit Policy** – Admitted students may be able to transfer a total of 6 semester hours (2 courses) of graduate coursework to JU from a comparable regionally accredited academic institution and in accordance with JU course transfer policy. The credit must be in courses similar in content and rigor to Jacksonville University's Master of Science in Clinical Mental Health Counseling (CMHC) Program, and the grade must be at least a "B". Students are advised to discuss any transfer courses with the Program Director, who will determine if and which courses may be applicable. To be eligible for transfer credit, the student must request the credit and submit a transcript, as well as catalog description of the course to the CMHC Program Director during the application process. Transfer credit will only be awarded at the time of acceptance into the graduate program. This request must be approved by the graduate program director who will submit a request for the transfer credit to the Registrar and placed in the student's file. Nonadmitted Students Seeking Course Enrollment - Individuals sometimes request to register for courses in order to achieve eligibility for mental health counseling licensure in Florida. Those individuals seeking licensure courses are required to submit: (a) a copy of the official letter from the Florida licensing board noting their eligibility status and specifying courses needed, (b) proof of completion of a current certified background check, and (c) submission of transcript of graduate study. Registration in CMHC courses requires approval of the CMHC Program Director.

### Master of Science in Health Informatics Admission

The MSHI program is offered via an online format and cohort (on ground) format.

Admission requirements include:

- Complete online application
- Baccalaureate degree in any discipline from a **regionally accredited institution** with a cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale. Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission. GRE may be required.
- Official transcripts from the Baccalaureate degree granting college or university. Unofficial transcripts from all other colleges and/or universities attended
- Evidence of completion of an undergraduate course in statistics. If student has not taken an undergraduate statistics course, the student will be required to complete prior to completing the third course in program.
- Students without healthcare experience, will be required to complete a course in medical terminology prior to completing the third course in the program.
- Professional resume or CV
- Personal statement, 1-2 pages in length
- Two letters of recommendation from individuals who can speak to the candidate's intellectual and professional abilities. Unencumbered Background Check for students who select internship option.

- TOEFL minimum score of 540 for paper or 76 on internet based or IELTS requirement of 6.0 if the applicant's primary language is not English.

**Health Informatics Graduate Program requirements for International Students:**

All non-native English-speaking applicants are required to provide proof of English language ability.

**Academic Records**

Certified true copies of the original or official college transcripts and diploma or leaving certificate. Only records that are equivalent to college or higher will need a NACES approved evaluation.

**Demonstrated English Proficiency**

Demonstrated English proficiency is required of all international students. Students whose first language is not English or who are from a country where the medium of instruction is NOT English may demonstrate proficiency by submitting an official copy of score reports, certificates or transcripts of one of the following:

- TOEFL minimum score of 540 for paper or 76 on internet based or IELTS requirement of 6.0 if the applicant's primary language is not English.
- Transcripts showing 24 or more college-level credits with a C average or higher from a regionally accredited college or university, where English is the medium of instruction.

**Language Proficiency Test Waiver**

Some non-native English-speaking applicants may be exempt from the TOEFL/IELTS requirement. To be exempt from this requirement, applicants must meet all of the following criteria:

3. Successful completion of at least one-year of full-time college-level study at a school in a country where English is the native language.
  - c. Successfully completed the year of study (passed all the classes with a grade of C or higher).
  - d. One year of full-time enrollment is defined as 24 credit hours over 2 semesters at the undergraduate level or 18 credit hours over 2 semesters at the graduate level. English as a second language, intensive English, and/or remedial English courses cannot be included in the credit hour count.
4. At least two years of full or part-time (e.g. minimum of 2000 hours) professional work experience in the United States in relevant industries (e.g. healthcare related, health data analytics, quality, informatics, information systems). Applicants may submit a letter from their respective Human Resources Department or current supervisor documenting length of employment and English proficiency.

The Health Informatics graduate program reserves the right to require an applicant to submit a TOEFL or IELTS score regardless of the previous educational experience.

For MSHI admissions questions, please contact [MSHIadmissions@ju.edu](mailto:MSHIadmissions@ju.edu)

The application for the MSHI program should be completed online through the JU website at <https://apply.ju.edu/apply/>.

All supplemental materials for your application should be uploaded to our web-based application as prompted. If you have any questions regarding your application, please contact [MSHIadmissions@ju.edu](mailto:MSHIadmissions@ju.edu).

**Transfer Credit** - Students accepted into the Master of Science in Health Informatics program may transfer a maximum of six (6) semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's MSHI Program, and the grade must be at least a "B". To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the Director of the MSHI Program. All transfer credit must be evaluated and approved prior to the start of the MSHI program. Students will not receive transfer credit for courses taken at other schools once they have begun courses in the MSHI program at JU. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file upon starting the MSHI program. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

**Selection Process** - Admission to the MSHI program is selective and limited to those students who demonstrate potential for successfully completing the program. The decision is based on evaluation of the student's undergraduate program and grades earned, work experience (if applicable), letters of recommendation, and personal statement. Applications not meeting the minimum requirement for grade point average, may be reviewed on a case by case basis for conditional admission.

#### **Internship Option Screening Requirements**

Students who wish to pursue the MSHI 590 Internship option will be responsible for abiding by all requirements and policies mandated by the organization in which they are completing their internship. Student may be required to provide to provide medical clearance, clear background checks, mandatory orientation training modules, and drug testing.

#### **Master of Science in Kinesiological Sciences Admission**

Admission to the MSKS cohort is competitive and admits a fall cohort annually. Admission requirements include:

- A \$50 non-refundable application fee.
- Undergraduate Transcripts: An official transcript, indicating graduation from a regionally accredited college or university in this country or a recognized university abroad, is required.
- GPA: Applicants are required to have a minimum undergraduate GPA of 3.0 on a scale of 0-4.0 from a regionally accredited university.
- Official GRE Score Report: Priority will be given to students who achieve a combined score of 300 on the current scale (1080 prior scale) for the verbal and quantitative sections.
- Essay on personal professional goals: This essay (minimum 1000 words) must address the reason for seeking a degree in kinesiological sciences as well as short (3 years) and long (7 years) professional goals.
- Resume: Applicants will be asked to provide a resume that indicates education and work background, honors, memberships in professional, school, and service organizations, etc.
- Letters of recommendation: Three letters of recommendation will be required, preferably with at least one from a professor who is familiar with your academic work.
- Required Prerequisites: The following courses are required for admission into the program. Students lacking these courses may be admitted on a case-by-case basis.
  - a. Anatomy; Physiology; Chemistry; Physics; Psychology; Statistics
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.

**Transfer of Credit** - Transfer of credit will not be allowed in the graduate curriculum.

For MS KS admissions questions, please contact the Academic Advisor Ashlea Rieser at [arieser0@ju.edu](mailto:arieser0@ju.edu).

The application for the MS KS program should be completed online through the JU website. All supplemental materials for your application should be uploaded to JU's web-based application as prompted. If you have any questions regarding your application, please contact Pamela Adrian at [padrian@ju.edu](mailto:padrian@ju.edu).

### Master of Science in Speech-Language Pathology Admission

Admission requirements include:

- A \$50 non-refundable application fee.
- Baccalaureate degree from an accredited institution
- Cumulative GPA of at least 3.0 on a 4.0 scale.
- Graduate Record Exam (GRE) scores (taken within the last 5 years)
- Unencumbered Background Check
- Personal statement, 1-2 pages in length
- Resume
- Three letters of reference
- Video Portfolio may be requested (maximum 3 minutes)
- Completion of course work in all of the following areas:
  - Physical Science – Introductory Chemistry or Introductory Physics
  - Statistics – Non-CSD course
  - Biological Science
  - Social/Behavioral Science – Psychology, Sociology, Anthropology, or Public Health
- For applicants with an undergraduate major other than in speech-language pathology (communication sciences and disorders), completion of the required prerequisite courses with a grade of "B" or better.
  - Introduction to Speech Production Disorders (3 cr)
  - Neuroanatomy (3 cr)
  - Speech Anatomy and Physiology (3 cr)
  - Acoustics (3 cr)
  - Phonetics (3 cr)
  - Speech and Language Development (3 cr)
  - Clinical Observation (1 cr)
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.

For MS SLP admissions questions, please contact Academic Advisor Brittany Copeland at [bcopela1@ju.edu](mailto:bcopela1@ju.edu).

The application for the MS SLP program should be completed online through the JU website. All supplemental materials for your application should be uploaded to our web-based application as prompted. If you have any questions regarding your application, please contact Pamela Adrian at [padrian@ju.edu](mailto:padrian@ju.edu).

**Transfer of Credit** - Students accepted into the Master of Science in Speech-Language Pathology program may transfer a maximum of nine (9) semester hours or 15-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. The credit must be in courses

similar in content and rigor to Jacksonville University's MS SLP Program, and the grade must be at least a "B". To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the Director of the MS SLP Program. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

### Master of Science in Sport Management Admission

Admission requirements include:

- Baccalaureate degree from a regionally accredited institution with a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale
- Applicants with <3.0 GPA may submit GRE/GMAT scores for consideration (within the last five years)
- Students meeting all admission requirements will be accepted as degree candidates. On an individual basis, applicants who show promise for successful graduate work who do not meet all qualifications may be considered for conditional admission.
- Official transcripts from the Baccalaureate degree granting college or university. Unofficial transcripts from all other colleges and/or universities attended.
- Current Professional Resume (relevant work experience will be heavily weighted)
- Personal statement of intent
- TOEFL (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.

**Transfer of Credit** – Up to six (6) transfer credits from a comparable regionally accredited academic institution may be considered in the graduate curriculum.

For any questions regarding the application process, please contact Pamela Adrian at [padrian@ju.edu](mailto:padrian@ju.edu).

### Doctor of Occupational Therapy (OTD) Admission

The entry-level Doctor of Occupational Therapy (OTD) degree is an applicant program seeking candidacy status for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE)\*. The program is 36 months (105 graduate credit hours) of professional coursework and fieldwork presented in a full-time day format, starting in May each year.

Admission requirements include:

- OTCAS application ([www.otcas.org](http://www.otcas.org)), accepted July 18, 2018 – March 15, 2019 with a priority deadline of November 9, 2018
- Official transcripts from all institutions
- Baccalaureate degree from a regionally accredited institution with a minimum cumulative 3.0/4.0 GPA. No specific major is required. All undergraduate and graduate coursework is included in cumulative grade point average calculations.
- Completion of the following required prerequisite courses with a 3.0/4.0 GPA. No more than

one (1) prerequisite may remain outstanding by deadline of March 15, 2019. In addition, this prerequisite is to be completed prior to matriculation into the program. The outstanding prerequisite cannot be Human Anatomy with lab, Human Physiology, nor Statistics.

- Introductory Psychology
- Introductory Sociology or Anthropology
- Abnormal Psychology or Psychopathology
- Lifespan/Human Growth and Development

- Human Anatomy (with lab required)
- Human Physiology (with lab preferred)
- Physics (with lab preferred)
- Statistics (must include Inferential)
- Medical Terminology

All prerequisite courses must be a minimum of 3 credit hours with the exception of Medical Terminology, which is a minimum of 1 credit hour. Coursework must be completed with a grade of 'C' or higher. With the exception of Anatomy, online courses are acceptable.

- Official Graduate Record Exam (GRE) score report
- Observation of Occupational Therapy practice. A minimum of 40 hours total is required among three (3) different settings (hospital, school system, home health, clinic, etc.)
- In-person interview (scheduled for December 8, 2018)
- International applicants must meet all Jacksonville University International Student Admission Criteria as outlined in the JU 2018-19 Catalog, including English Proficiency
  - TOEFL score (minimum score 650 for paper, 280 for computer, and 114 if internet-based), or IELTS requirement of 8.0 if applicant's primary language is not English.

**Retaking Prerequisite Courses:** Students are approved to retake up to 15 credit hours of prerequisite courses. The higher letter grade will be used to calculate the prerequisite GPA. Cumulative GPA will include all prerequisite courses completed.

**\*Program & Professional Information:** More information regarding JU's OTD program can be found at [www.ju.edu/ot](http://www.ju.edu/ot). For information regarding the profession of occupational therapy and the American Occupational Therapy Association, please visit [www.aota.org](http://www.aota.org). Further details on accreditation, including contact information, please visit [www.acoteonline.org](http://www.acoteonline.org) and view the *Prospective Applicant Letter*. **For current program information**, please contact the Assistant Director of Enrollment and Advising, Ashlea Rieser at [arieser0@ju.edu](mailto:arieser0@ju.edu) or 904.256.8934.

**Transfer of Credit** – The JU OTD program does not grant course credit/transfer.

## ●SCHOOL OF ORTHODONTICS

### Orthodontics Admissions

Fifteen new students are selected each year. JU requires all applicants to go through PASS; however, we DO NOT participate in MATCH. Completion of the PASS application can be done at [www.adea.org](http://www.adea.org).

The following documents are required for the PASS application:

- U.S. or Canadian Dental School Transcripts or equivalent if international
- Recommendation (also known as evaluators)
- Essay stating goals and purpose
- 3 PPI Evaluators

National Board scores (if applicable) are reported on the dean's report and are not required to be submitted directly to the program.

JU also requires completion of its own supplemental application that is available at <http://www.ju.edu/chs/orthodontics/prospective-students/admissions.php>. The following documents are required for completion of the supplemental application:

- Supplemental Application



- \$175.00 supplemental application payable online through [https://www.officialpayments.com/pc\\_template\\_cobrand.jsp?body=pc\\_step2\\_amount\\_body.js](https://www.officialpayments.com/pc_template_cobrand.jsp?body=pc_step2_amount_body.js)
- Recent passport photo
- TOEFL scores (if applicable)
- Curriculum Vitae

As this is a self-directed application, it is the applicant's sole responsibility to ensure the application is complete and received on a timely basis.

#### **JU Minimum Requirements for U.S. Students**

1. DDS/DMD or equivalent
2. US National Board scores Part I & Part II (if available)
3. Letters of recommendation (3) from:  
Dean of Dental School, or  
Dental School Faculty, or  
Professional Colleagues
4. Autobiographical sketch stating goals and purpose
5. A recent 2x2 passport size photo
6. Application fee of \$175

#### **JU Minimum Requirements for International Students**

1. International dental graduate students must possess a U.S. or Canadian Dental Degree or the educational equivalent as determined by the Program Director of the School of Orthodontics.
2. US National Board scores Part I & II (if available)
3. TOEFL scores above the 90th percentile (270 computer, 610 paper) or IELTS
4. Letters of recommendation (3) from either the Dean of your Dental School, or Dental School Faculty, or other Professional Colleagues; all of whom can attest to the character and background of the applicant
5. Autobiographical sketch stating goals and purpose
6. A recent 2x2 passport size photo
7. Application fee of \$175
8. Current US Visa (in case of interview)

At the present time, it is expected that applications for admission will be accepted through a date to be determined each year. The Application dates and deadlines for the class starting in 2019 are:

Application Deadline: September 15, 2018

Interview date: TBD

Acceptance notification mailed: TBD

Acceptance deadline: TBD

\*All applicants need to have the ability to travel (current US Visa if applicable) for interviews.

All applicants will be evaluated on the uniqueness of their candidacy and the potential benefits that each candidate can bring to the program.

For Orthodontics admission questions, please contact Business Operations Manager Sharon Frazier [sfrazie@ju.edu](mailto:sfrazie@ju.edu).



For Orthodontics questions regarding academics and curriculum, please contact Program Director Dr. James Trouten at [jtroute@ju.edu](mailto:jtroute@ju.edu).

Application materials for the Orthodontics programs may be submitted online or mailed to:

- Brooks Rehabilitation College of Healthcare Sciences  
School of Orthodontics-Admission  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

**Transfer of Credit** – Due to the uniqueness of the Orthodontic programs, **transfer credits are not allowed**

●**DUAL DEGREES**

**Master in Public Policy/Juris Doctor Dual Degree Program (M.P.P./J.D.) Admission**

**Graduating seniors and Mid-Career applicants:**

Applicants seeking admission to the JU MPP/JD dual degree program must be admitted to both the JU MPP program and meet its admission requirements and the Florida Coastal School of Law and meet its admission requirements. Applicants apply separately to the JU MPP program and to the FCSL JD program and must be admitted by each program.

**Current Florida Coastal School of Law (JD) Students:**

All current JD students who wish to pursue the dual MPP/JD program must apply to and be admitted to the MPP program through the Public Policy Institute at Jacksonville University in addition to being accepted into the Florida Coastal School of Law's JD program.

**See Graduate Admission Requirements for the MPP program.**

**Current Jacksonville University MPP Students:**

All current MPP students who wish to pursue the dual MPP/JD program must apply to and be admitted to the JD program at Florida Coastal School of Law in addition to being accepted into the Jacksonville University's MPP program through the Public Policy Institute.

**See Admission Requirements for the JD program at Florida Coastal School of Law: [www.fcsl.edu](http://www.fcsl.edu)**

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MPP or MPP dual degree programs. The MPP Program fully qualifies for the financial benefits available to veterans or their dependents.

**Admission to Candidacy** - A student may be admitted to candidacy for the MPP degree only if all admission materials have been filed with the Office of Graduate Admission.

**Master in Public Policy/Master of Business Administration Dual Degree Program (M.P.P./M.B.A.) Admission**

**Graduating seniors and Mid-Career applicants:**

Applicants seeking admission to the JU MPP/MBA dual degree program must be admitted to both the JU MPP program and meet its admissions requirements and the JU MBA program and meet its admission requirements.

**Current Jacksonville University MBA Students:**

All current MBA students who wish to pursue the dual MPP/MBA program must apply to and be admitted to the MPP program through the Public Policy Institute at Jacksonville University in addition to being accepted into the MBA program through the Davis College of Business.

**See Graduate Admission Requirements for the MPP program.****Current Jacksonville University MPP Students:**

All current MPP students who wish to pursue the dual MPP/MBA program must apply to and be admitted to the MBA program through the Davis College of Business in addition to being accepted into Jacksonville University's MPP program through the Public Policy Institute.

**See Admission Requirements for the MBA program.**

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MPP or MPP dual degree programs. The MPP Program fully qualifies for the financial benefits available to veterans or their dependents.

**Admission to Candidacy** - A student may be admitted to candidacy for the MPP degree only if all admission materials have been filed with the Office of Graduate Admission.

### Master in Public Policy/Master of Arts or Master of Science in Marine Science Dual Degree Program (M.P.P./M.A.-M.S./MSC) Admission

**Graduating seniors and Mid-Career applicants:**

Applicants seeking admission to the JU MPP/Marine Science (MA or MS in MSC) dual degree program must be admitted to both the JU MPP program and meet its admission requirements and the JU MSC program and meet its admission requirements.

**Current Jacksonville University MA-MS or MS-MS Students:**

All current MA-MS or MS-MS students who wish to pursue the dual MPP/MA-MS/MS program must apply to and be admitted to the MPP program through the Public Policy Institute at Jacksonville University in addition to being accepted into the MA-MS/MS program through the College of Arts and Sciences.

**See Graduate Admission Requirements for the MPP program.****Current Jacksonville University MPP Students:**

All current MPP students who wish to pursue the dual MPP/MA-MS/MS program must apply to and be admitted to the MA-MS/MS program through the College of Arts and Sciences in addition to being accepted into Jacksonville University's MPP program through the Public Policy Institute.

**See Admission Requirements for the MA-MS/MS program.**

**Veterans Applications** - Jacksonville University welcomes applications from veterans to the MPP or MPP dual degree programs. The MPP Program fully qualifies for the financial benefits available to veterans or their dependents.

**Admission to Candidacy** - A student may be admitted to candidacy for the MPP degree only if all admission materials have been filed with the Office of Graduate Admission.

## Master of Business Administration/Juris Doctor Dual Degree Program (M.B.A./J.D.) Admission

Admission requirements to the MBA portion of the DUAL degree include:

- A \$50 nonrefundable application fee.
- A bachelor's degree from a regionally accredited institution.
- A completed graduate admission application form.
- Two recommendation forms.
- Acceptable official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Students graduating with a degree in business from an AACSB accredited institution who hold a cumulative GPA of 3.3 or higher are exempt from taking the GMAT/GRE. In addition, FCSL students with a 3.0 or higher after their first year at Florida Coastal School of Law are also exempt from taking the GMAT/GRE.
- A resume.
- A Statement of Purpose (short essay).
- In addition to the program admission requirements, all international student applicants must also meet the Jacksonville University Admissions requirement as outlined under "International Students".
- All students entering the MBA/JD Dual Degree Program must, by academic background and/or business experience, be knowledgeable in the areas of accounting, economics, finance, and statistical analysis. Students without these qualifications will be required to take the appropriate foundation courses. There are four (4) foundation courses: (1) Accounting; (2) Finance; (3) Economics; and (4) Quantitative Methods.
- Upon acceptance to the MBA/JD Dual Degree Program, all candidates must submit a \$200 nonrefundable deposit, which will be applied to the first semester's tuition.

All application materials should be mailed to:

- Graduate Admissions  
Jacksonville University  
2800 University Boulevard North  
Jacksonville, Florida 32211-3394

## Master of Science in Nursing/Master of Business Administration Dual Degree Program (M.S.N./M.B.A.) Admissions

All MSN students who wish to do the MSN/MBA Dual Degree Program must apply to and be admitted to the FLEX MBA program (see above) in addition to being accepted into the MSN Program (see above).

For program details, see Brooks Rehabilitation College of Healthcare Sciences Dual Degree Program - Nursing and Business Administration.

---

### Tuition and Degree Requirements

For specific tuition costs and degree requirements for any of the listed programs, refer to the appropriate section in this catalog.

## Scholarships and Financial Assistance

Jacksonville University offers students a comprehensive financial assistance program that is administered through the JU Office of Student Financial Assistance. Financial assistance may be granted on the basis of academic or talent qualifications or on the basis of calculated financial need. The financial assistance programs are administered in accordance with University equal opportunity guidelines and the federal definition of demonstrated financial need. Any student who applies for admission to Jacksonville University may request financial assistance, although all new students must be accepted for admission before financial assistance may be awarded. In most cases, students receiving financial assistance must maintain at least half-time status and satisfactory academic progress. Most federal, state, and institutional grant assistance is restricted to students who are completing their first bachelor's degree.

While Jacksonville University welcomes students from other countries, those who are not United States citizens or are not permanent residents of the U.S. are not eligible for federal and state need-based financial assistance offered through the JU Office of Student Financial Assistance. Prior to a student's enrollment, the Office of Admissions provides a special Financial Information Sheet for International Students. U.S. Citizenship and Immigration Services policy requires international students to furnish evidence that they will have sufficient funds for their education in the United States.

This information is accurate as of the publication date of this Catalog. However, rules, regulations, policies and procedures are subject to change by the University, the Federal government and the states. When this occurs, updated requirements take precedence over the information contained herein, and reasonable efforts will be made by the University to communicate such changes to the affected students. Jacksonville University reserves the right to cancel or amend any portion of a student's financial assistance award at any time. Awards may also be canceled or amended in the event that anticipated funding becomes unavailable.

### Determination of Financial Need

Financial need is the difference between JU's total cost of attendance and a family's expected contribution (EFC). The total cost of attendance includes tuition and mandatory fees, room and board, books, personal expenses and transportation.

The Free Application for Federal Student Aid (FAFSA) is used to determine the EFC. Factors considered in determining a family's contribution are:

- parent and student income and assets
- household size
- number attending college
- age of the primary wage earner
- state of residency

### How to Apply for Financial Assistance

All new and returning students requesting assistance are required to submit the FAFSA. **JU's federal school code is 001495.** Students should file electronic initial and renewal FAFSAs.

Click here to file online: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Applicants are urged to submit their forms as soon after October 1 as possible. You must apply annually. All aid packages are annual, and disbursed equally between semesters of attendance.

All applications for financial assistance, and all related paperwork including applications for the Federal Direct Student Loan, must be received in the Office of Student Financial Assistance **four weeks prior to the start of the semester/term in which enrollment is to begin**. Information received after that date may not be fully processed before the start of classes. Payment or payment arrangements for fall are due by August 1, for spring by December 1 and summer by May 1. If you expect to use financial aid you should plan to have the entire process completed prior to the deadlines for payment.

Forms necessary to complete the financial assistance process are available in the Office of Student Financial Assistance or online at <https://www.ju.edu/financialservices/help/forms.php>

### Special Circumstances

Students are required to notify the Office of Student Financial Assistance if they expect to receive any outside educational benefits including, but not limited to:

- private scholarships and grants
- Veteran's Educational Benefits
- Vocational Rehabilitation Benefits
- employer reimbursement.

These educational benefits constitute additional financial resources that may affect the types and amounts of federal, state, or institutional assistance that an individual student may receive.

If a family's financial circumstances change significantly after they apply for assistance, or if the information collected on the FAFSA does not accurately reflect a family's current financial situation, the Office of Student Financial Assistance should be contacted. Examples of changes may include:

- separation or divorce
- death of a major wage earner
- loss or reduction of income of at least 25 percent
- unexpected non-insured medical expenses
- elementary/secondary tuition expenses

Once the Office of Student Financial Assistance has been contacted regarding these changes, financial need may be reevaluated.

Contact the **Office of Student Financial Assistance**.

### Monthly Payment Plans

Jacksonville University Tuition Payment Plans are term specific. There is a \$50 application fee, but no interest charges. Plan applications are available online via WebAdvisor. Prior to applying, a student must be registered for classes in that term. They must also have completed their housing and meal plan contract with the Residential Life Office, if applicable. A new application will be required each term. Please contact the Bursar's Office or the University website for information on how to enroll in a tuition payment plan and refer to the Financial Information section of this Catalog.

### Institutional Grants and Scholarships Programs

Students receiving Jacksonville University scholarships, grants, and athletic grants-in-aid must be enrolled as full-time students. The awards are available to students in good academic standing during regular fall and spring semesters only, and are not available for study abroad. Any awarded institutional

aid is terminated if the student recipient interrupts full-time enrollment other than for summer break. Jacksonville University scholarships and grants may be reduced if the total gift aid available to a student is more than the student's Direct Costs, defined as tuition and on-campus room and board. Refunds of institutional aid will not be given. Unless specifically stated, scholarships and grants do not cover books.

Institutional scholarships and grants are awarded for up to four years or normal degree completion (120 earned credits). For students who are enrolled in their final semester and who require fewer than 12 credit hours to complete their degree requirements, the University may permit a student to receive a prorated portion of his or her institutional funding for the final semester. Students who receive institutional scholarships and grants and who wish to enroll for fewer than 12 credit hours in their final semester must petition the Director of the Office of Student Financial Assistance to determine if they qualify for a prorated award. Petitions must be filed prior to the beginning of early registration (mid-November and early April) in order to be considered. Restrictions apply. Jacksonville University academic scholarships are not applicable to programs outside of the traditional undergraduate program.

### **Jacksonville University Honors Scholarships**

Honors Scholarships may be awarded to incoming freshmen of exceptional academic potential who have been fully accepted for admission. Awards are competitive and contingent on participation in the annual Honors Competition which takes place on campus in early spring. Participation in the Honors Competition is by invitation only. This award replaces any academic or talent scholarships awarded prior to participation in the Honors Competition. All other gift and financial aid awarded to the student may be applied toward Direct Costs.

All Honors Scholarships are renewable for four consecutive academic years, eight semesters, provided the student remains in good academic standing and enrolled in the Honors program. Should a student not continue enrollment in the Honors Program, the Honors Scholarship may be replaced with an alternative award of lesser value. Students receiving these scholarships must file the Free Application for Federal Student Aid (FAFSA) each year. These scholarships do not cover course overloads or books.

### **William J. Porter Honors Scholarship**

Scholarship covers full-time tuition, double room, and full meal plan to one incoming freshman. All federal and state entitlement programs, as well as state merit-based awards and other outside scholarships will be applied toward the value of this scholarship.

### **Presidential Honors Scholarship**

Scholarship covers full-time tuition to two incoming freshmen. The value of the EASE grant (FL residents) must be applied toward the value of this scholarship. All other gift and financial aid awarded to the student may be applied toward Direct Costs.

### **Jacksonville University President's Scholarship**

This scholarship is selected from valedictorians graduating from high schools located in Duval, Baker, Flagler, Clay, Nassau, and St. Johns counties in Florida. The amount of the President's Scholarship may be adjusted to maintain compliance with institutional, state, and federal awarding guidelines, however recipients are guaranteed that 100% of tuition will be covered from gift sources. The number of JU President's Scholarships awarded may vary from year to year.

### **Jacksonville Commitment Scholarship**

Jacksonville University is committed to education within the City of Jacksonville and the Duval County

Public Schools and funds a limited number of full JU scholarships per year. To be eligible, students must be attending a Duval County public high school, file a FAFSA, be Pell grant eligible, and be accepted to the University. This competitive award will cover tuition, double room, a full meal plan, and books. It is awarded in the spring prior to the start of freshman year.

#### **Jacksonville University Dean's Scholarship**

Scholarship may be offered to Honors Competition participants who are not enrolled in the Honors program.

#### **Jacksonville University Academic Scholarship**

This scholarship amount varies and is awarded to qualifying high school seniors and transfer students upon acceptance for admission and is based on previous academic performance as demonstrated by high school and college academic transcripts. These scholarships are for use only when enrolled in the traditional undergraduate program.

#### **Jacksonville University Academic/Talent Scholarship**

The scholarship amount varies and is determined with consideration to both demonstrated academic ability and special talent. Audition or portfolio review is required along with a recommendation from the department chair. These awards replace any Academic Scholarship or Opportunity Grant awarded prior to talent consideration.

#### **Jacksonville University FIRST Scholarship**

This scholarship is awarded to high school seniors who have participated on a FIRST Robotics Competition team or a FIRST Tech Challenge team and have a minimum 3.0 GPA on a 4.0 scale and a minimum combined SAT score of 1150 (Critical Reading and Math) and/or a minimum ACT composite score of 23.

#### **Jacksonville University ROTC Room and Board Scholarship**

A Jacksonville University award for on campus resident students who receive full tuition ROTC scholarships funded by a branch of the military. The award is capped at the value of a double room and a full meal plan and will be reduced by any state, federal, or outside gift aid the student receives. These awards replace any other Jacksonville University scholarship or grant awarded prior to confirmation of the ROTC scholarship.

#### **Jacksonville University Yellow Ribbon Match**

Jacksonville University participates in the Post 9/11 Yellow Ribbon Program. Jacksonville University will contribute up to 50% of the tuition balance, as matched by, the Veterans Administration. The Yellow Ribbon Program does have exclusions. Students who are active duty or a student of the School of Orthodontics are not covered by Yellow Ribbon.

If you have questions on your eligibility for the Yellow Ribbon Program, you should contact the Office of Student Financial Assistance.

#### **Service Awards**

Service Awards are awarded to qualified students who participate in activities such as art, band, chorus, theater arts, orchestra, intercollegiate athletics, student government, and student media. Award amounts vary and are based on the recommendation of the supervisor of the activity. Applicants should contact the appropriate college or division.

### **Athletic Grants-in-Aid**

Jacksonville University offers full and partial grants based upon participation in intercollegiate athletics. The decision to offer athletically related institutional financial assistance is made by the athletic director and appropriate head coach. All athletically related financial assistance is administered in strict accordance with applicable federal, state, NCAA, conference and institutional requirements. Total assistance awarded to athletes may not exceed institutional direct cost limits and/or NCAA limits as defined by NCAA By-law 15.1.

## **Loans and Federal Programs**

### **Federal Programs**

Completion of the FAFSA is required each year in order to determine eligibility for federal student aid.

### **Federal Pell Grants**

Eligibility and award amount are determined on the basis of the FAFSA. Award amounts vary each year. Awards are available to eligible students who enroll for at least three credit hours per semester.

### **Federal Supplemental Educational Opportunity Grants**

This is a federal grant for students with high financial need. Because funds are limited, awarding and award amounts will vary depending on the University's annual allocation.

### **Federal College Work Study**

Campus jobs may be awarded to full-time students as part of their financial aid packages to help meet need. Students are restricted in the number of hours they may work per semester and the maximum amount they may earn. Because funds are limited, awarding and award amounts will vary depending on the University's annual allocation.

### **Subsidized Federal Direct Student Loans**

This is a need-based federal student loan with a fixed interest rate that is set yearly. Therefore, the rate can vary depending on the date of disbursement. Funds are available from the U.S. Department of Education. Interest is paid by the federal government on behalf of the student as long as the student maintains half-time enrollment. Students make no payments until six months after ceasing at least half-time enrollment. Normal repayment is over ten years. The loan limit for freshmen is \$3,500; for sophomores \$4,500; for juniors and seniors \$5,500. Students must submit a signed and completed application/promissory note to the U.S. Department of Education in order to receive the funds and, if applicable, complete entrance loan counseling .

### **Unsubsidized Federal Direct Student Loans**

This loan is similar to the Subsidized Federal Direct Student Loan, however it is available to students regardless of financial need. The interest rate is fixed and is set yearly, therefore the rate can vary depending on the disbursement date of the loan. Effective July 1, 2008, undergraduate students may receive up to \$2,000 in unsubsidized funds in addition to the subsidized loan limit for their grade level. Interest begins to accrue and payments may be required while the student is enrolled. Students must submit a signed and completed application/promissory note to the U.S. Department of Education in order to receive the funds and, if applicable, complete entrance loan counseling. Repayment begins six-months after the student ceases at least half-time enrollment.



### **Federal Direct PLUS Loans for Graduate and Professional Students**

This is a credit-based federal loan available to graduate students. Graduate students may apply to borrow an amount up to the cost of education minus financial aid. The interest rate is fixed and is set yearly, therefore the rate can vary depending on the disbursement date of the loan. Effective for loans first disbursed on or after July 1, 2008 borrowers may request deferment during any period when they are enrolled at least half-time and during the six-month period that begins the day after the date when the student ceases at least half-time enrollment. The loan will be deferred while the borrower is enrolled in school at least half-time and the borrower may request forbearance to align repayment with Federal Direct Student Loans. Students must complete the FAFSA and first apply for annual loan amount maximum eligibility under the Federal Direct Student Loan program. Students must submit a signed and completed application/promissory note and, if applicable, complete entrance loan counseling to receive funds.

### **Federal Parent Loans for Undergraduate Students (PLUS)**

This is a credit-based federal loan available to parents. Parents may apply to borrow an amount up to the student's cost of education minus financial aid. The interest rate is fixed and is set yearly, therefore the rate can vary depending on the disbursement date of the loan. Effective for loans first disbursed on or after July 1, 2008 parent borrowers may request deferment during any period when they themselves are enrolled at least half-time or when the student on whose behalf the loan was borrowed is enrolled at least half-time and during the six-month period that begins the day after the date the student ceases at least half-time enrollment. Parents must submit a signed and completed application/promissory note to the U.S. Department of Education ([www.studentloans.gov](http://www.studentloans.gov)) and, if applicable, complete entrance loan counseling in order to receive the funds. The FAFSA is required for PLUS Loan approval.

### **Federal Loan Entrance/Exit Counseling**

All first-time borrowers must participate in pre-loan counseling before they receive their first disbursement. The requirement can be satisfied on-line at [www.studentloans.gov](http://www.studentloans.gov). At the time of graduation or termination of student status, students will be directed to the government website to complete exit counseling. An explanation of loan repayment terms and repayment schedule will be given to students at each interview.

## **State Programs**

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

This state program provides lottery-funded scholarships to Florida high school graduates in recognition of high academic achievement. The Florida Department of Education's Office of Student Financial Assistance selects students, and notification of eligibility is sent to high school graduates in the months following their graduation from high school. Students who receive the Florida Bright Futures Scholarships are financially liable for withdrawals that occur after the end of drop/add in any semester. Recipients will be ineligible for future awards until repayment has been reported to the state by the reporting school.

Please refer to <http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf> for additional eligibility criteria.

There are two (2) levels of Bright Futures Scholarships available for use at JU: Florida Academic Scholars and Florida Medallion Scholars. The University does not participate in the Florida Gold Seal Vocational Scholars program. Each level has specific criteria for both initial eligibility and renewal. However, to be eligible for an initial award from any of these programs, a student must:

- Earn a high school diploma or equivalent

- Be enrolled for at least six semester credit hours
- Not have been found guilty of a felony charge
- Apply for a scholarship during the final semester of high school. High school guidance offices or the Florida Department of Education have applications.

### **Florida Academic Scholars**

To be eligible for Florida Academic Scholars, a student must:

- Have achieved a minimum 3.50 weighted GPA (based on the Statewide Scholarship Weighting System) in the 15 high school credits required for admission to state universities
- Have test scores of at least 1290 SAT Reasoning Test (based on the combined Critical Reading and Mathematics sections only)
  - or 29 ACT (excluding the writing section)
  - or earn the International Baccalaureate Diploma
  - or be named a scholar or finalist in either the National Merit or National Achievement Programs sponsored by the National Merit Corporation

A 3.0 cumulative GPA is required for renewal, but 2.75 or above would allow the student to renew at the level of the Florida Medallion Scholars. Recipients must successfully complete a minimum of 24 credits annually for renewal.

### **Florida Medallion Scholars**

To be eligible for the Florida Medallion Scholars, a student must:

- Have achieved a minimum 3.0 weighted GPA (based on the Statewide Scholarship Weighting System) in the 15 high school credits required for admission to state universities
- Have test scores of at least a 1170 SAT or 26 ACT

A 2.75 cumulative GPA is required for renewal. Recipients must successfully complete a minimum of 24 credits annually for renewal.

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

This grant provides tuition assistance not based on need to Florida residents for attendance at eligible independent nonprofit Florida colleges and universities. Requirements for EASE are:

- Must be a state resident for one year prior to the start of classes and be resident for other than educational purposes
- Must enroll full time; i.e., 12 or more credits per semester. Students must successfully complete a minimum of 12 credits for each semester of award receipt and maintain a minimum 2.0 cumulative GPA for renewal.

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

The annual value of the award varies from year to year based on legislative appropriations. The maximum value of the award is \$2,610, but individual awards may vary based on availability of funds. This is a need-based grant for Florida residents who meet the state's eligibility requirements.

### **Florida Minority Teacher Scholarship**

This collaborative performance-based scholarship program between community colleges and private universities and colleges provides a \$4,000 scholarship for minority students who are enrolled as juniors or above in a state-approved teacher education program in one of Florida's public or private universities or colleges. Awards are available to eligible African-American, Hispanic, Asian-American/Pacific Islander and Native American/Alaskan Native students, as well as dislocated military personnel and dislocated defense contractor employees. Initial applicants must complete Form MTES-1, which is available from

the Florida Office of Student Financial Assistance or the JU Office of Student Financial Assistance. Students are eligible to receive the award for a maximum of three consecutive years. The Florida Fund for Minority Teachers will notify all applicants nominated for a scholarship of the status of their applications.

### **State Prepaid Program**

Funds paid into State Prepaid College Programs can generally be withdrawn and used for private institutions without penalty.

## **Naval Programs**

### **NROTC Scholarships**

JU, University of North Florida (UNF), and Florida State College at Jacksonville (FSCJ) students who participate in the Naval Reserve Officer Training Corps program at JU may be eligible for NROTC scholarships awarded by the U. S. Navy (see “Division of Naval Science” in the College of Arts and Sciences section of the Catalog). Information about these scholarships programs may be requested from the JU NROTC Detachment.

Jacksonville University offers JU Room and Board Scholarships and College Program Room and Board Scholarships to eligible NROTC midshipmen. However, restrictions apply:

- Room and board scholarships offered to full tuition ROTC scholarship recipients will cover any choice of room and meal plan. In cases where an individual has previously been offered an institutional award with a higher dollar value, that award is no longer valid.
- The room and board scholarship will be reduced or eliminated if otherwise eligible recipients also qualify for additional federal, state, or outside scholarships or grants that would cause an individual’s total financial aid to exceed the cost of attendance determined by the Office of Student Financial Assistance.
- College Program Room and Board Scholarships will apply if the cost of the room and meal plan exceeds the awarded academic merit scholarship amount.

### **Jump In Grant**

Jacksonville University will provide up to \$10,000 per year for up to three years in matching grant assistance to qualified participants in the U.S. Navy’s Seaman to Admiral 21 Program (STA-21). Some restrictions apply and applicants must file the FAFSA each year.

## **Government Programs**

Other government programs providing grants include:

- Vocational Rehabilitation
- Social Security
- Veterans Administration

In addition, the various armed services have special tuition aid programs. Applicants for such assistance should contact the agency concerned. Students eligible for aid under the G.I. Bill should contact the Office of Student Financial Assistance for processing of Certificates of Eligibility.

## General Financial Aid Information

### **Financial Assistance Renewal**

Unless otherwise stated, all forms of financial assistance generally are renewed, providing there is satisfactory academic progress and good standing, demonstrated financial need, and availability of funds. However, students must apply for financial aid each year by filing a valid FAFSA. The opportunity to file the FAFSA opens October 1 each year.

### **Educational Resources**

Awards, scholarships and/or financial assistance received from sources other than those offered by the University financial assistance program are considered to be educational resources that, when combined with University assistance, may not exceed the direct cost of education as determined by the Office of Student Financial Assistance.

### **Special Circumstances**

Scholarships or other awards received from university or non-university sources must be included toward meeting “need” if any “need-based” assistance is part of an award. The receipt of outside or additional funds may result in reduction or cancellation of funds already awarded.

### **Financial Assistance Disbursement**

All financial assistance funds are awarded for the entire academic year, one half of which is credited to each fall and spring semester. With the exception of some VA Educational Benefits, assistance funds are applied directly to student charges at the beginning of each regular semester. Federal Work Study awards are paid out as they are earned. Entrance counseling is also required before federal loans can be disbursed. The Office of Student Financial Assistance will notify students on how to satisfy the entrance counseling requirement.

Institutional assistance is not available during summer terms or for study abroad. No financial assistance funds will be disbursed before the end of drop and add in any academic term and disbursements will be applied to a student’s direct educational expenses first. Additionally, delays in disbursement may occur, and students whose total assistance awarded will exceed their direct educational expenses should anticipate the possibility of delays and plan to pay rent, books, and other outside expenses from savings or other sources until a minimum of thirty days after the beginning of each academic term. Students may apply a limited amount of excess funds to their Dolphin1 card to assist with buying books and supplies at the JU bookstore.

---

## Academic Eligibility for Financial Assistance

### **Jacksonville University Scholarship Renewal Policy**

Jacksonville University scholarships are awarded to first-year students for eight semesters or until the undergraduate degree is conferred (whichever is earlier) and are only applicable to the traditional undergraduate program. Transfer student scholarships are awarded for the period specified in students’ initial scholarship notification letter or until the undergraduate degree is conferred (whichever is earlier).

### **Federal Financial Aid Standards of Academic Progress**

The federal financial assistance standards of satisfactory academic progress (SAP) apply to all federal,

state and institutional student assistance programs unless specific higher renewal requirements are required. Students must demonstrate a progression toward completion of their degree program within an established timeframe. Progress is measured by Qualitative and Quantitative Standards. SAP is monitored annually at the end of each spring term. Notifications will be mailed or emailed to students by June 1st every year.

### **Qualitative Standards**

Grade Point Average – undergraduate students must achieve a cumulative GPA of 2.0 or greater and graduate students must achieve a cumulative GPA of 3.0 or better. Coursework taken outside of Jacksonville University (JU) do not count towards your JU cumulative GPA.

### **Quantitative Standards**

Completion Rate (Pace) – Undergraduates must complete 66.7% of the total credit hours attempted. Transfer hours accepted by JU count as both hours attempted and hours completed. Incomplete, repeated, and withdrawal grades also count as attempted hours, but not completed hours. Graduates must complete based on the programs academic standards for an academic year.

$$\frac{\text{Completed Hours}}{\text{Attempted Hours}} = \text{Completion Rate}$$

Allowable Timeframe (Maximum Timeframe) – The maximum timeframe for receiving financial assistance for an Undergraduate degree is 150% of the required credits for that degree. For most full-time undergraduate students that is five years or 10 semesters. For example, an undergraduate degree program that requires 120 credits means the student cannot exceed 180 credits of attempted coursework. The time frame for progress towards degree completion does not automatically increase if you change your major or pursue a double major. Also, in some circumstances students with appropriate disability documentation may qualify for full-time status with reduced course loads; however, these students are still held to the same academic expectations as stated above (Qualitative and Quantitative).

Failure to meet the above criteria qualitative and quantitative standards (GPA, Completion Rate, Maximum Timeframe) will place you on financial aid suspension.

### **Financial Assistance Suspension**

Students who fail to meet satisfactory academic progress are placed on financial aid suspension. You have the option to appeal the suspension. An appeal must be based on an extenuating circumstance that seriously affected your academic performance (ie) Death of Immediate Family Member, Illness, Major Life Event, etc. Appeal forms are available through the financial aid office and online at [www.ju.edu/financialaid/Pages/forms.aspx](http://www.ju.edu/financialaid/Pages/forms.aspx). Decision of appeal will be mailed or emailed to you within 30 days of receipt of the appeal. Submission of an appeal is not an automatic approval. Submission of an academic suspension appeal is also not related to financial aid suspension appeals, and academic decisions have no bearing on the financial assistance status.

The appeal should be submitted to the Office of Student Financial Assistance. The submission requirements are detailed in the notification letter sent to you. Below is an outline of what is required. Any original documents turned in will not be returned so please be sure to remit copies.

- Financial assistance appeal form
- Academic plan (see below)

- Typed personal statement explaining the extenuating circumstance and the actions you are taking to ensure future academic success.
- Supporting documentation of extenuating circumstance

If the appeal is approved you will be placed on Financial Assistance Probation.

### **Financial Assistance Probation**

If the student's appeal is approved the student will be placed on Financial Assistance Probation. The probationary period is one (1) payment period/term at a time. A payment period at JU is either a Fall, Spring, or Summer term, and is the next term of enrollment regardless if the student is receiving financial aid in that term or not. At the conclusion of the payment period/term the Office of Student Financial Assistance will review to ensure that the student is now meeting the SAP standards or meeting the terms of the academic plan toward progression in order to qualify for further Title IV Funding. If they are not making SAP standards again at that time, they will be on financial assistance suspension again with no option of appeal.

### **Academic Plan**

An academic plan is to be developed between student and academic advisor. The student must make academic plans for each term and meet the requirements of the plan. The plan should be an effort to get the student back to the qualitative and quantitative standards from the section above. The Office of Student Financial Assistance will monitor the progress of a student by reviewing the academic plan submitted and the degree audit for the student. If the student fails to meet the conditions outlined in their academic plan, the student will not be able to submit any further appeals or academic plans and will be on financial assistance suspension from the university until such time as the student meets SAP requirements.

Academic plans can be obtained through the JU Office of Student Financial Assistance and Academic Advising.

### **Re-establishing Financial Assistance Eligibility without Appeal**

If the student is allowed to attend JU academically, they may continue at their own expense to attempt to improve completion rates and/or GPA issues. Once a student is back into compliance with SAP, they may contact the Office of Student Financial Assistance for review of reinstatement of their financial assistance.

### **Basic Credit Hour Requirements**

Students are expected to earn a minimum number of credit hours as determined for their enrollment status; i.e., full-time, three quarter-time, half-time, to maintain satisfactory academic progress. For a full-time student, a minimum of 24 credits must be earned in the academic year. Three quarter-time students must earn a minimum of 18 credits during the academic year, and half-time students must earn a minimum of 12 credits during the academic year.

### **State of Florida Standards of Academic Progress**

Eligibility for renewal of state awards is determined once a year, at the end of the spring term. The state requires that a student have at least a 2.0 cumulative grade point average and meet the institution's definition of satisfactory academic progress. Students are also required to earn a minimum of 24 credits annually for renewal. Completion and CGPA requirements are different for the Florida Bright Futures Scholarship Program.

Scholarships and Academic Progress - Some institutional scholarship programs have a higher grade point requirement for renewal. Though the grade point requirements differ, the basic standards for completion apply.

### Withdrawals and Refunds

Students who receive Title IV federal student aid funds and who withdraw, drop out, are dismissed, cease attending classes, or take a leave of absence prior to completing 60 percent of a semester are subject to Federal Return of Funds requirements. The applicable Title IV financial assistance programs include Federal Pell Grants, Federal SEOG Grants, Federal Perkins Loans, Subsidized and Unsubsidized Federal Stafford Loans, and Federal PLUS Loans. For those students, the Office of Student Financial Assistance recalculates federal financial aid eligibility based on the following formula:

$$\text{Percent of Federal financial aid earned} = \frac{\text{Number of days completed up to withdrawal date}}{\text{Total number of days in the semester}}$$

The withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the institution. An example of the withdrawal and refund policy follows.

**For Example** - For a semester that begins on August 30 and ends on December 15 (with no scheduled breaks), the denominator used to determine the amount of federal student aid earned by a student who withdraws fully would be 105 days. The 60 percent point of the semester would be October 31. A student who withdraws on October 1 (day 33) would have earned 33/105, or 31.43 percent, of the federal student aid disbursed for the semester. The Office of Student Financial Assistance will recalculate the student award and return 68.57 percent of the federal student aid to the federal student aid programs. If \$1,000 in Federal Stafford Loan funds were disbursed, the University would be required to return \$686 to the federal government of the funds. The student would then owe Jacksonville University \$686, plus any other unpaid charges due.

The Return of Title IV Funds requirement is part of the Higher Education Amendments of 1965 as reauthorized in 1998 and applies to any student who received Title IV funding, as described above. Return of funds to the federal programs is not the same as Jacksonville University's institutional policy on refunds and withdrawals and may result in a balance due the University even when the account balance was zero at the time of withdrawal.

The Return of Title IV Funds requirement does not apply to students who withdraw from one or more classes, but continue to be enrolled in at least one class during the semester. It does not apply to state or institutionally funded financial assistance. For students who withdraw fully during one of the institution's published refund periods, any institutional awards previously distributed will be prorated in proportion to the amount of charges to be refunded. Students who fail all coursework during a particular semester, are subject to Return of Title IV Funds based on last date of academic activity. Proof of academic activity beyond 60% of the term is needed in the Office of Student Financial Assistance to prevent the Return of Title IV Funds for the coursework failed.

Any individual who receives student financial assistance and is considering withdrawal from the University should contact the Office of Student Financial Assistance to determine the effect of withdrawal on aid eligibility and/or charges.

**Verification**

In some instances student and/or families may need to supply the Office of Student Financial Assistance with documentation regarding tax filing status, income earned, and household size. This information is required to receive federal, some state and need based institutional financial aid. The Office of Student Financial Assistance will notify the students of required documents by email and/or mailed letters. The deadline to turn in such documentation, is the end of the academic term in which you are enrolled.



## Financial Information

Financial information contained in this section generally applies to traditional undergraduate students.

Specific tuition, fees and other charges for graduate students and students enrolled in the Accelerated Degree Program are found in the sections of the Catalog describing those programs.

### Fall and Spring Semester Tuition and Fees

The typical semester cost for a student enrolled for 12-18 credit hours, residing in North Campus Residence Hall, and participating in the All Access/\$800 meal plan (excluding Student Health Insurance) - \$25,375

Typical major expenses for **one semester** are listed below.

#### FULL TIME UNDERGRADUATE STUDENT

##### Tuition

Tuition for students enrolled for 12 – 18 credit hours (block rate):

- Tuition - \$18,335 (per semester)
- Each additional credit hour over 18 - \$600 (per credit hour)

##### Campus Residence Fees

Includes post office box rental, Internet access, cable TV and telephone line.  
For other residential options contact the Office of Residential Life.

##### •North Hall

- First year traditional double room with hall bath - \$4,575

##### •Oak Hall

- Suite-style double room/semi-private bath - \$4,300

##### •Williams Hall

- First year traditional double room with hall bath - \$4,300

##### •Village Apartments

- Four-bedroom apartment - \$4,300  
Independent living for upperclassmen features microwave/full-size refrigerator/oven and range, washer-dryer.

##### Board Fees

##### •Full Residential Meal Plan

- All Access Platinum with \$800 flex - \$2,465
- All Access Gold with \$650 flex - \$2,420
- All Access Silver with \$500 flex - \$2,335

### •Apartment Resident/Commuter Student Plans

In addition to the full residential plan, apartment residents and commuters may choose:

- 50 meals per semester + \$400 flex - \$825
- 100 meals per semester + \$450 flex - \$1,280

#### **Note:**

1. In some circumstances, students with appropriate disability documentation may qualify for full-time status with reduced course loads.
2. A board plan is required of all resident students. Changes to a smaller meal plan may not be made after the first day of classes for each semester. Meals for the Thanksgiving and Spring Breaks are limited and require use of flex or dolphin dollars. Price includes sales tax.

#### **Audited Courses**

- The tuition charge for auditing a course is one-half the regular tuition rate during the Fall and/or Spring semester or term

### **PART-TIME STUDENT**

#### **Tuition**

- Tuition for students enrolled for 11 credit hours or less - \$1,225 (per semester hour)
- Evening undergraduate Adult Degree Program – \$560 (per semester hour)

### Summer Semester Tuition and Fees

#### **TUITION**

All Students:

- Traditional Undergraduate tuition - \$780 (per semester hour)
- Summer Internships - \$100 (per semester hour)
- All Other Programs – same rate as Fall & Spring Semesters

#### **CAMPUS RESIDENCE FEES**

All options listed may not be available. Contact the Office of Residential Life for details.

#### **Summer Residence Halls**

- Summer Housing Rate - \$220 (per week)

### Other Fees and Deposits

#### **STUDENT HEALTH INSURANCE - \$2,124.00 per year**

All full-time traditional undergraduate students are required to maintain health insurance coverage while attending Jacksonville University. Students who have comparable coverage may submit an electronic waiver by the published deadlines and they will not be added to the group coverage provided through the University. If no waiver is provided by the published deadline for the respective term, the student will be automatically added to the group policy and the charge will be added to their student account. Rates and vendors are subject to change; please see STUDENT HEALTH INSURANCE at <https://www.ju.edu/financialservices/help/student-health-insurance.php> for most current information.

**RESIDENCE HALL DAMAGE DEPOSIT - \$100 one-time**

A one-time deposit required of all new students residing in University residence facilities. The University retains this deposit as long as the student is in residence. Any assessments to the student for damage of University property will be charged directly to the resident student's account except in the student's final semester of residency. At the end of the final semester, this deposit is credited to the resident student's account, and any unused balance is refundable.

**LATE PAYMENT FEE - \$150**

Late payment fee is charged each month beginning August 30 for Tuition and Fee balance not received by the payment deadline for a given semester. This fee will be posted to the student's account monthly and will continue being incurred until the unpaid balance is paid. At the end of each semester, unpaid accounts will be reviewed for placement with a collection agency and all additional collection/legal costs and fees will be the responsibility of the student (see additional information on the PAYMENT POLICIES page).

**TRANSCRIPT FEE - costs vary**

The student or graduate must request transcripts using the link on the MyJU Page or the Registrar's Office Form page. Transcripts will not be released if there is a past-due balance on account.

- Normal processing using U.S. Mail or Electronic delivery is \$5.00
- Rush pick-up \$25.00
- Rush/Overnight Mail transcripts are \$43.00 to \$88.00 depending upon destination.

**COPYING OR FAXING DOCUMENTS - \$1 per page****POST OFFICE BOX KEY REPLACEMENT FEE - \$10 per incident**

Resident students receive U.S. mail and official University mail through assigned, on-campus mailboxes in the University Post Office located in the Bartlett-Kinne University Center. Keys are issued during registration. Lost keys should be reported to the post office immediately. If the key is found and returned within two weeks, the student's account will be credited \$3.

**LOCK AND KEY FEE - \$55 per semester**

This charge will be assessed for any University key or lock that is not returned at the end of the semester or when otherwise required to be returned.

**FLIGHT TRAINING FEES**

The aviation management/flight operations program requires additional fees for certain courses involving flight training. These courses are offered in cooperation with L3 Airline Academy.

In order to receive clearance to fly, students must pay flight course fees in full when they register for flight courses. All obligations to the University must be paid or covered with guaranteed financial aid in order to receive a clearance to fly. Guaranteed financial aid may be applied to flight fees; however, clearance to fly will only be given if the remaining balance, after guaranteed financial aid is considered, has been paid in full. Tuition Payment Plans may not be utilized for flight fees. There are no exceptions to this restriction.

Flight course fees are based on a course allocation table. Because flying is a skill, the student's actual course cost may vary and is dependent on his or her ability, knowledge, and effort expended toward acquiring pilot certification. Any additional training time for each lesson is not included in the flight fees

and must be paid directly to the flight school. It is the student's responsibility to track their account balance at the flight school and to request in advance a cost estimate for completion, if it appears that the student will expend their funds before finishing a course. By doing so, students can have sufficient time to procure the additional funds needed and avoid being grounded. Flight course fees are subject to change without notice due to changing FAA requirements and price changes by the L3 Airline Academy.

The School of Aviation has prepared a flight cost sheet that includes the course flight fees, current estimated fuel surcharges and other additional costs (e.g. FAA test fees) that are also not included in the course flight fee. However, the total estimated cost for each course can be used for budgeting purposes and for applying for financial aid, loans and other financing options. The JU Office of Student Financial Assistance has been informed of these costs for each flight course. Funds to cover any balances above the listed course flight fee, including fuel surcharges, may be processed through the university's Financial Aid Office or paid directly to L3. To obtain a current flight cost sheet and/or a list of current hourly fuel surcharge rates for each airplane type please contact the JU Aviation Office (904-256-7895).

### **Veteran Students Receiving Veteran’s Administration Benefits**

In accordance with current directives requiring the publishing of Flight Fees required for Flight training, a flight fee table is shown below. These fees are subject to change. Contact the School of Aviation for the most current fee schedule. Representative costs for VA students are as follows:

#### **Standard Flight Fees in accordance with the Training Course Outlines (TCO) for each AVO Flight lab.\***

Course	Name	Fee	Aircraft	Flt Hs	Cost/Flt Hr	Cr Hours
AVO 110	Private Pilot Lab A	\$6,547	C 172	19.9	\$221	2
AVO 112	Private Pilot Lab B	\$7,139	C 172	23.9	\$221	2
			<b>Total Flt Hrs</b>	<b>43.8</b>		
AVO 213	Instrument Rating Lab A	\$7,379	SR 20	13.6	\$280	2
AVO 215	Instrument Rating Lab B	\$8,558	SR 20	21.4	\$280	2
			<b>Total Flt Hrs</b>	<b>35.0</b>		
AVO 313	Commercial Multi Engine Pilot Lab A	\$9,428	PA 44	23.0	\$380	1
AVO 317	Commercial Multi Engine Pilot Lab B	\$8,727	PA 44	16.9	\$380	1
			<b>Total Flt Hrs</b>	<b>39.9</b>		
AVO 316	Commercial Single Engine Pilot Lab	\$3,600	SR 20	17.0	\$280	1
			<b>Total Flt Hrs</b>	<b>17.0</b>		
AVO 410	Flight Instructor Airplane Laboratory	\$11,310	C 172	13.5	\$221	2
			PA 28R	11.5	\$282	
			<b>Total Flt Hrs</b>	<b>25.0</b>		
AVO 411	Flight Instructor Instrument Laboratory	\$4,648	SR 20	15.0	\$280	2
			<b>Total Flt Hrs</b>	<b>15.0</b>		
AVO 412	Multi Engine Laboratory	\$10,186	PA 44	20.5	\$380	1
			<b>Total Flt Hrs</b>	<b>20.5</b>		

\*Includes Ground events and Flights. Individual performance will effect Total Flt Hrs to complete actual FAA Certificate.

### **STUDY ABROAD FEES**

Students have the opportunity to participate in classes abroad to enrich their college experience, and engage them in global and social issues across the world. The University affords students two options for study abroad: institutional faculty-led programs or outsourced through International Education Programs (IEP).

Students participating in institutional faculty-led programs should anticipate travel expenses to be charged directly to their student account. These fees are due on or before the established payment

deadline for the respective semester. Students studying abroad with IEP will need to work with IEP directly (Gooding 105) for program enrollment and payment.

Students interested in using financial aid to finance all or a portion of their study abroad experience are encouraged to reach out to the JU Office of Student Financial Assistance (904-256-7060) for more information.

## Payment Policies

### **PAYMENT OF STUDENT ACCOUNTS**

Registration is scheduled prior to the beginning of each term on dates specified in the academic calendar. Refer to the Academic Calendar on the University website at <http://www.ju.edu/>. At the time of registration, each student must pay in full the total charges for the semester or session, less approved financial aid. Charges include tuition, room, board, student health insurance, travel fees for study abroad, and flight fees (if applicable).

Early registration is a privilege in which each currently enrolled student may participate if his or her current semester account is paid in full or any un-posted financial aid for the current semester has been approved and all documents have been completed. The early registration periods are listed in the Academic Calendar on the web.

Past due balances should be paid in full in order to participate in early registration beginning in October for the Spring term, and beginning March for the Fall term. Detailed Student Account Statements may be accessed via the JU Student Portal via WebAdvisor or Parent Access to the Web at any time. *Students and parents are encouraged to check their student account statement online regularly. Charges resulting from (but not limited to) fines and penalties, registration activity, prorated room and board, or updated financial aid awards can generate at any time throughout the semester.*

**Jacksonville University has the right and may employ any or all of the following actions in order to collect unpaid student account balances: using written, electronic, or verbal means of contact as the law allows, including, but not limited to, contact by manual calling methods, prerecorded or artificial voice messages, emails, and/or automated telephone dialing systems, contact by telephone at any telephone number associated with the account, currently or in the future, including wireless telephone numbers, and authorization to record telephone calls regarding the account in assurance of quality and/or other reasons. Failure to pay a student account by the published deadline(s) may result in the account being placed with a collection agency and/or for legal action. If such action(s) is/are taken, students will be required to pay all collection fees (up to 33%) & costs, attorney fees & costs, and/or any other fees/costs incurred as the result of the collection of any amount not paid.**

### **Traditional Term Payment Deadlines**

- Fall charges – August 1
- Spring charges – December 1
- Summer charges - May 1

Checks or money orders should be made payable to Jacksonville University and, if mailed, addressed to Jacksonville University, Attn: Bursar's Office, 2800 University Boulevard North, Jacksonville, Florida 32211-3395. A service charge between the minimum of \$25 and up to five percent of the face value of the check will be assessed by the University to the student's account for any check returned by the

bank, including those “drawn on uncollected deposits.” Checks returned for insufficient funds must be redeemed with cash or a cashier’s check promptly in order to avoid legal action or administrative dismissal of the student from the University. The University reserves the right to require payment by means other than check if an item is returned for any reason.

Visa, American Express, MasterCard and Discover are accepted. Electronic Payment (credit cards and ACH bank drafts) can be made online via WebAdvisor or Parent Access to the Web.

### **Tuition Payment Plans**

JU Tuition payment plans (available to ALL students) are term specific. Prior to applying, a student must be fully registered for classes in the coming term. They must also have completed their housing and meal plan contract with the Residential Life Office, if applicable. A new application is required each term and a participation fee of \$50 will be assessed for each new plan. Applications for future term payment plans will be available at the appropriate times. Tuition Payment Plans cannot be used for past due balances.

The amount to finance will be determined by the total amount of tuition, room (if applicable), board (if applicable), and student health insurance (if applicable) less Financial Aid (scholarships, grants, and/or loans), Pre-Paid or 529 plans, sponsorships, etc. Financial Aid and other resources must be in a status that is considered a pending resource; these are indicated on your Financial Aid Award Letter or on your Student Account Statement as an anticipated or disbursed credit. In order for your monthly payment to calculate correctly, all financial aid documents, certifications, verifications, loan entrances and promissory notes must be completed.\*

***If you are **participating in a study abroad**, please be advised that travel expenses cannot be financed through a tuition payment plan. Payment in full is required. This includes but is not limited to, the payment or financing of your total tuition, room board, and student health insurance (if applicable), as well as payment in full for your travel expenses directly to JU to bring your term balance to \$0.00.***

***If you are an **Aviation Management and Flight Operations (AVO) Major**, please be advised that flight fees cannot be financed through a tuition payment plan. Payment in full for your flight course is required to authorize a “clearance to fly.” A “clearance to fly” includes, but is not limited to, the payment or financing of your total tuition, room board, and student health insurance (if applicable), as well as payment in full for your flight course directly to JU to bring your term balance to \$0.00.***

Payment is due by the 15th of every month. Plans are available for Fall and Spring terms only. Monthly Tuition Payment Plans for the Fall term will be divided over a 6 month period with due dates of May 15, June 15, July 15, August 15, September 15, and October 15. A \$50 non-refundable fee is charged upfront to participate and may be included in your first monthly payment. Likewise, monthly Tuition Payment Plans for the Spring term will be divided over a 6 month period. Payment due dates are November 15, December 15, January 15, February 15, March 15, and April 15. Again a \$50 fee is charged upfront to participate. Note that the length of your repayment term will depend on when you apply for a payment plan. Your first payment will be the next day 15 available. For instance, if you submit your application on June 25th for a Fall payment plan, the next available payment date will be July 15th; therefore, your balance will be divided into four monthly payments (July through October), rather than six.

Payments are subject to change based on registration activity, room and board adjustments, OR any changes to your financial aid package. Monthly statements will be mailed to the student's permanent address on record unless otherwise specified on the application. Account Status is also available on the web via WebAdvisor. Don't forget our WebAdvisor for Parents feature which allows students to create accounts for parents and/or guardians. This will allow them to see grades, make payments, view schedules and more. Payments may be mailed, made at the Cashier's Window, or processed online. Please specify when making a payment online that your payment is for your tuition payment plan. Delinquent payments will result in the cancellation of the payment plan and the accrual of finance charges based on the past due balance at the time of cancellation.

### Reapplying for Financial Aid

Students receiving financial aid must reapply every year. In order to be able to deduct anticipated aid from semester charges, it is necessary to apply early and return all requested paperwork promptly.

Applicants for any type of student financial assistance should file the Free Application for Federal Student Aid (FAFSA) no later than April 15th for the following Fall semester (visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for further information). The Office of Student Financial Assistance processes applications on a first-come, first-served basis. Awards to new incoming students are sent out beginning in February and March; awards to continuing students are sent out beginning in February and subject to revision following the posting of Spring semester grades.

Although the Office of Student Financial Assistance accepts and processes new applications on a rolling basis throughout the academic year, it cannot guarantee that processing will be complete for paperwork that is received after August 1st for the Fall semester and December 1st for the Spring semester. If the Office of Student Financial Assistance is unable to confirm a student's aid eligibility prior to the payment due date(s), the student will be responsible for payment in full on or before the payment due date(s) and will be reimbursed once the aid is processed.

### Campus Debit Card

A student's Jacksonville University identification card also serves as the JU Dolphin 1Card - a "debit card" to use for purchases on-campus, as well as at various participating vendors off-campus. The card may be used at the campus bookstore, campus laundry facilities, copy and vending machines, etc. For students enrolled in one of the University's meal plans, the card is swiped for each meal or meal equivalent and the card system automatically tracks remaining meals available according to the plan. Students may also use money deposited on their Dolphin 1Card ("Dolphin Dollars") to purchase food at the various eateries on-campus. Any cash balance remaining on the card will roll over to the next semester; however, the balance of a meal plan will not carry over. Please visit [www.judolphin1card.com](http://www.judolphin1card.com) for further information and to register your account.

### Refund Information

Fees, other than tuition, board, and campus residential charges, are not refundable, except by withdrawal during the 100 percent refund period or in cases of cancellation by the University of student registration or courses. No tuition refund will be made in cases of suspension or dismissal. A student is officially withdrawn only after his/her withdrawal is acted upon by the Registrar.

### University and Course Withdrawals

Upon withdrawal from the University, any refunds due will be released only upon surrender of the

Student Identification Card. A written request must be submitted to the Bursar's Office before a refund check will be processed.

When a student officially withdraws or reduces his or her class load, credit for tuition charges will be made based on the following percentage schedules:

• **Fall and Spring Traditional Semesters**

- First week of classes - 100%
- Second week of classes - 75%
- Third week of classes - 50%
- Fourth week of classes - 25%
- After fourth week of classes - None

• **Summer Traditional Terms**

- First week of classes - 100%
- After first week of classes - None

• **Eight-Week Accelerated Terms - On Campus**

- First two weeks of classes - 100%
- After second week of classes - None

• **Eight-Week Accelerated Terms - Online**

- First week of class - 100%
- Starting second week of classes - None

Refunds of credit balances from financial aid will be available after aid is posted to the tuition account. Financial aid begins to be posted at the end of the drop/add period.

First-time students attending JU and continuing students who completely withdraw from the University and received Title IV aid (i.e., Pell Grant, SEOG, College Work Study, Perkins Loan, Stafford Loan or whose parents borrow on the PLUS Loan program) will have refunds calculated according to Federal law. Students withdrawing under these provisions should refer to the Title IV refund policies.

## Approval, Withdrawal and Refund Policy

### **Students Called to Active Duty or Deployment**

When students are called up for active service or deployment during the term and cannot continue attending class(es), they will be offered the opportunity to withdraw from their class(es), regardless if the withdrawal date has passed. Tuition paid using Tuition Assistance (TA) will be refunded/billed as per the printed refund schedule. Tuition paid by the student will be refunded at 100 percent. Such students will be required to submit a copy of their orders or a letter from their Commander or the Base Educational Officer informing the school of the call to active service or deployment that will prevent them from attending class.

### **Tuition Appeals Committee**

If a student feels he or she has an extenuating circumstance which justifies an exception to the refund policy, he or she may appeal to the Tuition Appeals Committee. Appeals can be submitted to to [bursar@ju.edu](mailto:bursar@ju.edu).



### **Campus Residence Charges**

When a student officially withdraws from the University, credit for residential and board plan charges will be made based on the following percentage schedules. No refund will be made in cases of suspension or dismissal.

#### **•Fall and Spring Semesters**

- First week of classes - 80%
- Second week of classes - 60%
- Third week of classes - 40%
- Fourth week of classes - 20%
- After fourth week of classes - None

#### **•Summer Terms**

- First week of classes - 80%
- After first week of classes - None

### **Flight Fees**

JU's contractual agreement with L3 Airline Academy does not contain a 100 percent refund policy on flight fees. The L3 Airline Academy agreement requires the University to pay in advance all flight fees. Therefore, students registering for courses involving flight training must pay all flight fees at the time of registration. If a student drops the flight course during the drop/add period, the student is still liable for the flight fees that are not refunded by L3 Airline Academy. Flight course fees are subject to change without notice due to changing FAA requirements and price changes by L3 Airline Academy.

## Academic Information

### Semester/Credit Hours

A semester or credit hour represents the successful completion of a minimum of one 1-hour session of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. One credit hour should involve an input of at least three hours per week for the average student (e.g. one hour of class and two hours of out-of-class preparation). Typically, a three credit hour course meets for three 1-hour sessions per week for fifteen weeks for a total of 45 sessions.

#### **Credit hours are granted for various types of instruction as follows:**

1. Lecture, discussion or seminar: one contact hour constitutes one credit hour (1:1)
2. Self-Contained laboratory period (under direct supervision of faculty, including music ensembles and studio classes): 3 contact hours constitutes one credit hour (3:1)
3. Non-Self-Contained Laboratory Session (requires outside preparation by student, including internships and practica): 2 contact hours constitutes one credit hour (2:1)
4. Adult Degree Program, Hybrid and online, and other courses of less than a full semester's duration should be commensurate with the above guidelines, and will generally follow the 1:1 formula. In order to compensate for the loss of contact hours, courses may either hold longer class times than the regular academic schedule, or add a component of coursework to equalize the workload with a traditional semester course. Courses taught in a non-traditional medium or with fewer than standard classroom hours must achieve the same learning outcomes as a traditional class meeting for a standard 15-week semester.

Other proposed credit hour/contact hour combinations will be reviewed on a case-by-case basis using the above guidelines, and a decision made by the faculty of the department or division. It is the responsibility of the curriculum committee to ensure that new courses meet the credit policy expectations in the approval process.

#### **The Federal Government's Definition of a Credit Hour:**

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than --

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; **or**
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Full-Time Status

Undergraduate students who enroll for 12 or more credit hours (excluding auditing a class) during fall semester, spring semester or the summer semester are classified as full-time students. Under Section 504 of the Rehabilitation Act of 1973, some students with disabilities may enroll for less than 12 credit

hours but, by exception, still qualify as full-time students. These cases will be approved on a case-by-case basis.

Graduate students are classified as full-time students if enrolled in six (6) or more credit hours (excluding auditing a class) during a fall, spring semester or summer term.

## Class Standings

Class standing is classified by earned credits as follows:

- Freshman - 0 to 28 credit hours earned
- Sophomore - 29 to 57 credit hours earned
- Junior - 58 to 89 credit hours earned
- Senior - 90+ credit hours earned

## Registration

Registration is the formal process of selecting, arranging, and reserving the student's academic schedule for each semester or term in accordance with procedures prescribed by the Registrar. The registration periods are listed in the academic calendar on the Registrar's Web page.

A student's registration is not completed until his or her schedule has been approved and recorded by the Registrar's Office and arrangements to pay all charges on account are approved and cleared by the Controller's Office. Students who fail to clear accounts with the Controller's Office may have their registration canceled. Once a student has registered for a class or classes for any term, the student is obligated to pay the required tuition and fees for that term and will receive a grade for each course unless the student executes a formal withdrawal during the 100% refund period.

Although the University reserves the right to cancel the registration of students who fail to attend class or who does not make adequate arrangements to pay their tuition and fees, it is the student's responsibility to ensure accurate academic records. Registration cancellation does not eliminate the student's obligation to pay the accrued tuition and fees. The student is responsible for registering for the proper courses.

The Registration schedule for Fall and Spring semesters allows graduate students and students in the Adult Degree Program (ADP) to register first. Traditional students follow with the order of registration given to: Seniors, Priority, Juniors, Sophomores, Freshmen, and lastly Non-degree students. Priority Registration is given to: students in the Honors Program, Student-Athletes, Students with Accommodations, and Active Duty Military and Veterans.

## Course Loads

The normal course load for a full-time undergraduate student during fall and spring semesters is 12-18 credit hours. An undergraduate student must obtain course overload permission from the appropriate college dean(s) if he/she wishes to register for:

- More than 18 credits during a fall or spring semester
- More than 15 credits during a 12-week summer semester
- More than 9 credits during a six-week summer term
- More than 15 credits during a fall or spring semester if on probation
- More than 7 credits during a summer term, if on probation

### Schedule Changes – Drop/Add

Students may change class schedules by adding or dropping courses normally during the first week of classes of fall or spring Traditional semesters or the first three days of classes during a summer Traditional term. Student in campus based Accelerated terms may add classes until the Friday before classes begin and may drop classes, with a full refund, the first two weeks of the term. Schedule changes must be submitted on the proper form and approved by the Registrar, who may require further approval by other officials where necessary. Schedule changes also may be submitted online via the Website: [my.ju.edu](http://my.ju.edu).

Students in the On-Line Programs may register for classes up to the Monday of the week prior to the start of the Accelerated term. Students may drop classes through Friday of the first week of class.

AVO classes (flight labs) require special permission from the Director, School of Aviation to register for classes. Due to the nature of flight training, students will be allowed to enroll or withdraw from these lab classes outside of the normal 'Drop/Add/Withdraw period.

Current fees are listed in the Financial Information section of this Catalog. These fees are automatically added to the student's account and can be waived only in cases where the University is at fault. The effective date of all drop/add transactions will be the date they are processed by the Registrar.

### Class Attendance

The University expects all students to attend regularly and punctually all classes. The instructor in each course has authority to set specific attendance policies consistent with the nature of the course and with the methods of teaching and grading.

Faculty members will inform students of class attendance policies at the beginning of each term. Although the student is responsible for complying with the attendance policy, a faculty member may warn a student about poor attendance. If the student fails to return to class, to complete the course requirements and to properly withdraw from the class, a grade of "F" will be awarded at the end of the term.

Travel for athletic competition may not be scheduled from the opening day of classes for any traditional term to the end of Drop/Add period for that term. Requests for exceptions to this policy must be presented to the Director of Athletics. Athletic events that are part of the logical progression to a Conference championship or NCAA championship are excluded from this prohibition.

## Grades and Grading System

The final letter grade a student receives in a course is converted to a numerical equivalent, or grade point(s), to indicate the quality of work for each credit hour of college work completed. The following table defines the letter grades and reflects the conversion to grade points. JU operates on a 4.0 system.

<b>Letter Grade</b>	<b>Definition</b>	<b>Numerical Equivalent (Grade Points)</b>
A	Exceptional Work	4.00
A-	Excellent Work	3.67
B+	Good Work	3.33
B	Good Work	3.00
B-	Good Work	2.67
C+	Satisfactory Work	2.33
C	Satisfactory Work	2.00
C-	Passing Work	1.67
D+	Passing	1.33
D	Passing work	1.00
D-	Passing Work	0.67
F	Unsatisfactory Work; Failure	0.00
I*	Incomplete	Not included in GPA
P	Passed	Not included in GPA
W	Withdrew	Not included in GPA
AU	Audit	Not included in GPA
CR	Credit	Not included in GPA

The grades "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "D-," and "F" are used to compute grade point averages (GPAs). An "I" indicates that a student did not complete a course for a reason acceptable to the professor and requested and received permission to complete the course within the first four (4) weeks of the next Fall or Spring semester. The student must be passing and have completed all but a particular segment of a course to qualify for a grade of "I." The "I" will be converted to the appropriate letter grade if the course work is completed by the end of the fourth week of the next Fall or Spring semester. Faculty may grant an extension of the time to complete the "I" grade to the last day of classes of the next semester by submitting a written request to the Registrar's Office. If the "I" course work is not completed on schedule, the "I" will convert to an "F." The "I" converted to grades "A" through "F" will then be used in computing the GPA and may result in a change of academic status if the resulting GPA so indicates. Grades of "P," "I," "AU," and "W" are not considered in computing GPAs.

### **\*Incomplete grades for flight laboratory courses**

Depending on the circumstances, and given the special nature of flight training, students will be given a reasonable amount of time to complete an incomplete grade ("I") in a flight laboratory (AVO) course. However, the following policy will be followed for those students with incompletes:

- A. Students will be given 12 calendar months from the date of registration in a flight (AVO) course to satisfactorily complete the course.
- B. If the student fails to complete the course within the above time period then the student will be given a deadline to complete or withdraw from the course.
- C. If the student does not withdraw from the course by the deadline, then the student will receive an "F" in the course and will be automatically dis-enrolled from L3 Airline Academy's 141 flight program.

A flight-training course is considered completed and a grade is given once the final stage check from L3 Airline Academy has been successfully accomplished for that course. If a FAA Practical Test is taken following completion of that course, the results from the FAA Practical Test will not affect any of the student's academic grades.

The formula for determining the grade points for a semester course is:

$$\frac{\text{Letter Grade (Numerical equivalent)}}{3.0} \times \text{Nos. Hours Credit} = \frac{\text{Grade Points}}{9}$$

Similarly, the formula to compute the GPA is:

$$\frac{\text{Total Grade Points}}{45} \div \frac{\text{Total credit hours attempted}}{15} = \text{GPA} = 3.0$$

Undergraduate students must maintain a 2.0 cumulative grade point average (CGPA) to avoid adverse academic action and to qualify for graduation. Similarly, graduate students must maintain a 3.0 CGPA.

Student transcripts reflect each course attempted and the grade received for each attempt, including repeated attempts. In the case of repeated attempts of the same course, the grade awarded for each attempt is included in the GPA computation. If a student earns an "F" in a course, that grade will remain on the transcript and will be used in computing GPAs even though the course may be repeated later for credit and a passing grade earned.

Grade Substitution Policy was implemented for undergraduate students with the start of the 2011 Fall terms. The Grade Substitution Policy is outlined below:

1. Applies only for undergraduate students enrolled in undergraduate courses.
2. Grade Substitution may be used twice during an undergraduate career at JU.
3. Once an undergraduate degree is conferred, the Grade Substitution Policy is no longer permitted.
4. The Grade Substitution Request Form must be completed and submitted to the Registrars' Office before the end of the 100% drop period for the term when the course is repeated.
5. If the Grade Substitution results in a Withdraw:
  - a. The "W" grade counts as one of your two Grade Substitutions
  - b. The original grade will remain in your Cumulative Grade Point Average (cum GPA).
6. If the Grade Substitution results in a "F" grade:
  - a. The "F" grade counts as one of your two Grade substitutions.
  - b. The "F" Grade will replace the original grade in the Cum GPA, even if the original grade was passing.
7. The original Term GPA will not change to reflect the Grade Substitution, only your Cum GPA will change.
8. If a grade awarded was due to academic dishonesty, the course is not eligible for Grade Substitution.

Some JU courses may be repeated for degree credit. Such courses have a repeatability statement in the course description. All other courses may be repeated to improve a student's GPA, but not for degree

credit. If any course is repeated, but is not specified as repeatable for credit in the Catalog, the grade earned will be included in the GPA, but no hours earned are credited toward the degree requirements.

Students who have been officially accepted by the Admission offices for study in the University may register for credit or “audit” in any course for which they meet the necessary prerequisites. Students enrolled for “audit” may be exempt from examinations and will receive neither grade nor credit toward a degree. Once enrolled, the “audit” status may not be changed after the drop/add period. That is, a student may not change from “audit” to “credit” or vice versa.

Graduate students in graduate courses do not receive “C-,” “D+,” “D” “D-,” grades, since such grades did not count toward graduate degree credit. Graduate students in such courses who earn less than a “C” receive a grade of “F.” Graduate students enrolled in undergraduate courses are not affected by this rule for those undergraduate courses.

### Pass/Fail Option

A Pass/Fail option, with grading restricted to a grade of “Pass” or “Fail,” is available to degree-seeking undergraduates who have earned at least 28 credit hours and who are not subject to any type of probation. The option is not available to graduate students. It is designed to encourage students to explore subjects outside their major areas and acquire a broader, better-rounded education.

Basic regulations of the Pass/Fail option include:

- Pass/Fail options may be taken only in courses outside the student’s major and minor fields and do not fulfill departmental major or minor requirements.
- Any course taken on a Pass/Fail basis cannot be used to satisfy any of the core requirements for any degree.
- Pass/Fail options must be submitted on the Pass/Fail Audit Form provided by the Registrar’s Office and may not be changed to the regular letter grade system after the final day for changing schedules (drop/add period). Students may not change from a letter grade system to pass/fail option after the final day of the drop/add period.
- Pass/Fail options cannot be used to correct any type of academic deficiency or to earn hours by repeating a failed course.
- Qualified students may take a maximum of 12 credit hours on a Pass/Fail basis. Full-time students may take a maximum of four credit hours of Pass/Fail options per semester. If students take at least eight credit hours in a summer term, they may take a maximum of four credit hours of Pass/Fail options in the term. Part-time students may take four credit hours of Pass/Fail options every 12 credit hours of courses.
- The Pass/Fail option is intended to apply as broadly as possible throughout the University’s curriculum, with the exception of core curriculum and major requirements. Divisions may, with the approval of the Senior Vice President for Academic Affairs, exclude individual courses from the option.
- The following courses may not be taken on a Pass/Fail basis:
  - English: ENGL 103 and ENGL 203
  - Any course used to fulfill core curriculum requirements
  - Courses required by the major or minor
  - Honors courses
  - Independent study courses

- A “P” is earned for “D-” quality work or better; the credit hours are counted in hours earned toward a degree, but the GPA is unaffected. An “F” has the value of a regular “F,” and the GPA is appropriately affected.
- Courses taken on a Pass/Fail basis may not be acceptable as transfer credits at another university.

See Grade Appeal Process in this catalog for more information.

## Grade Appeal Process

It is up to each instructor to determine the criteria by which students will be graded. Grading can be a subjective process in which knowledge of class material and the quality of work are both factored into the grade. To facilitate the success of all students it is appropriate that they be clearly informed about the number of graded assignments and the weight attached to each assignment. If more specific criteria for grades can be explained, it is appropriate that such explanations are included in the syllabus or other course materials. It is also appropriate for students to be informed if class attendance and participation will be calculated in the final grade. Faculty may provide work for extra credit but are under no obligation to do so.

### Standard Procedure for Appeals of Grades and Sanctions

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels he/she has been treated unfairly, in that an instructor has deviated from his/her prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade.

The following timetable and grade appeal process shall be used whenever the student disagrees with a final course grade assigned, **except** in cases that involve the determination of guilt for an act of academic misconduct that was reported through the **Academic Misconduct Notification Form** (available to instructors via WebAdvisor). In such cases, the policies and procedures outlined in the “Academic Integrity and Misconduct” section of this catalog will apply. Any cases involving alleged acts of academic misconduct that have not been reported through this form are to be governed by the procedures listed in the second to last bullet below. Students who have admitted academic misconduct, or who have been found guilty of committing academic misconduct by an Academic Integrity Council hearing panel, will need to follow the entire process below if they feel the instructor's penalty for the misconduct was not assessed and applied in accordance with the instructor's stated syllabus policies and therefore lowered their final grade unfairly.

- Appeals cannot normally be made unless a student has first discussed his/her concerns with the instructor. This conference should take place within three business days of the student being notified of the final course grade that has been or will be assigned, unless unforeseen and extenuating circumstances beyond the student's control warrant an extension. The student must be able to document such extenuating circumstances if requested by the instructor. If the university is closed for holiday break within this three-day window, the student and instructor must meet to confer no later than three business days after the beginning of the following semester.
- If the concerns remain unresolved after the conference with the instructor, the student must inform the instructor in writing within three business days of the conference that he/she is



dissatisfied with the results of the conference. The student may then appeal the instructor's decision to the appropriate Division Chair. If the academic unit in which the course is taught is not part of a division, or if the instructor in question is also the Division Chair, the student should direct the appeal to the College Dean. In the case that the grade in question was assigned by an adjunct member of the faculty, the appeal must also be made directly to the appropriate Division Chair or College Dean. The student's appeal to the Division Chair or Dean must be formally submitted in writing, clearly stating and documenting the evidence for unfair, arbitrary or unwarranted treatment and must be submitted within three business days of the student's written notification to the instructor that the issue remains unresolved. The concerned faculty member (or adjunct) may at this time submit a formal written response to the student's appeal to the Division Chair/Dean, and the student must also receive a copy of this response. The Division Chair/College Dean shall confer jointly with both the student and the concerned faculty member (or adjunct, if available) within five business days of receiving the written appeal. All relevant written documentation from both the student and the professor must be submitted to the Division Chair/Dean in advance of this meeting. If the student's concern is still unresolved after the conference with the Division Chair/Dean and faculty member or if the instructor (or adjunct, if available), disagrees with the decision of the Division Chair/Dean, the Division Chair/Dean shall within five business days form an appeals review committee of four faculty members from within the Division/College (tenured, if possible) to review the work in question and one faculty member (tenured, if possible) from the Committee on Academic Standards, who comes from outside the Division/College, to ensure that both the student and faculty member are fairly treated. All relevant written documentation previously submitted to the Division Chair/Dean must be provided to the committee at the time the committee is formed. Within ten business days, the committee must review the case via a face-to-face meeting and issue its final recommendation. The student must receive written notice of the time and date that the committee will meet and must be informed that he/she has the opportunity to appear at this meeting and to speak on his/her own behalf. The faculty member must also be informed of this meeting, and may also opt to appear before the review committee. If both the faculty member and the student opt to meet with the committee, the committee must ensure that the faculty member and the student appear separately. No "new" evidence/documentation (beyond what was previously submitted to the Division Chair/Dean) is to be submitted to the committee by either the student or the professor. The committee may either recommend the grade remain unchanged from the instructor's decision or recommend the grade be changed to a value the committee deems appropriate for the case. In cases where the committee rules that the student should receive a penalty resulting in a grade of "F" for a course, the student may not withdraw or be withdrawn from the course at any time.

- The committee's recommendation then must be issued to the Chief Academic Officer, the Division Chair/College Dean, the instructor, and the student in writing along with an explanation of the rationale for the recommendation. It is the responsibility of the Chief Academic Officer to see that the recommendation is carried out. If a semester/term ends without the process reaching a final resolution, the process should continue at the beginning of the next semester at the point that was reached at the conclusion of the previous semester. In this case, the grade assigned for the course will be recorded as "NG" (no grade) on the student's official transcript, without prejudice, until the case is resolved.

- In the event that an instructor has penalized a student in some way for an act of academic misconduct, but failed to report the incident through the **Academic Misconduct Notification**

**Form** (required in JU's Academic Integrity and Misconduct Policy), the student may challenge this penalty by reporting this violation of university policy to the instructor's dean within 30 days after the final course grade has been issued. If the instructor's dean is able to verify that no **Academic Misconduct Notification Form** was filed at the time the incident occurred, such penalties are to be automatically reversed.

- If the Division or College does not follow the procedures outlined above, then the student or instructor may appeal directly to the Chief Academic Officer. This appeal must be in writing and must clearly demonstrate how the procedures contained in this Grade Appeal Process were violated. The Chief Academic Officer is to determine whether proper procedures have been followed. In the event that they have not been followed, any recommendation or decision may be declared null and void and sent back to the Division or College for reexamination. The final disposition of the case must be reported to both the instructor and the student prior to the issuance of the grade.

### Final Examination Week

Any comprehensive final examination or other terminal examination, in the Traditional Term, shall be given at the time designated for the final examination in that class as posted on the Exam Schedule Webpage, found on the Registrar's Office Webpage. Alternative times may be arranged at the discretion of the instructor if a student has three or more examinations scheduled the same day.

### Grade Reports and Transcripts

Final grades are due in the Registrar' Office the Wednesday after the end of the semester or final exams.

Students may view their grades on-line using Web Advisor.

An official Jacksonville University transcript is a complete record of a student's enrollment at the University, including all undergraduate, graduate and professional courses. Partial transcripts are not available. Transcripts may be requested by using the link on the MyJU Page or the Transcript Request Link on the Registrar's Form Page on the web.

- Normal processing using U.S. Mail or Electronic delivery is \$5.00
- Rush pick-up \$25.00
- Rush/Overnight Mail transcripts are \$43.00 to \$88.00 depending upon destination.

Official transcripts are withheld if a student's admission or readmission record is incomplete, or if the student has a past due balance.

### Student Records

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, an eligible student or parent, where applicable, is guaranteed certain rights to access and review educational and other personally identifiable information on file with the University. An eligible student is defined as one who is/was enrolled in classes at Jacksonville University.

Specific rights guaranteed under the act are:

- The right to inspect and review the educational records on file. This right may be exercised by presenting a request in writing to the custodian of the records. The records and the location of those on file at JU are as follows:

### **Records**

Student Academic Records  
Student Personnel Records  
Financial Aid Records  
Payment and Billing Records  
Disciplinary Action Records  
Employment Records

### **Custodian and Location**

Registrar's Office  
Student Life Office  
Financial Aid Office  
Bursar's Office  
Student Life Office  
Financial Aid & Bursar's Offices

- The right to inspect any record of disclosures of personally identifiable information maintained by the University.
- The right to request an amendment to the educational record. If the request is denied, the right to request a hearing before an impartial panel designated by the University.
- The right to place a statement in the record.
- The right to file complaints concerning alleged failures by the University to comply with the requirements of the act.

### **Disclosure of Information to Parents**

Students may grant their parents, guardians, spouses, and others access to view their academic and financial records by completing the WebAdvisor for Parents E-form. Students may also release information by submitting the Authorization to Release Information Form (FERPA), also an E-form.

On rare instances, JU may release information to parents without the student's consent. A copy of the parent's latest IRS tax return, with supporting documentation that shows the student is a dependent must be submitted and reviewed, before information will be released.

### **Student Directory Information**

Jacksonville University publishes, in various forms, directory information such as a student's identification photograph, name, address, telephone number, JU e-mail address, date of birth, place of birth, whether enrolled part-time or full-time, class, major, dates of attendance, degrees conferred, awards received, educational institutions attended, participation in officially recognized activities or athletic teams and weights and heights of athletic team members. In addition, grades also are considered "directory information" with regard to determining honor rolls, Dean's lists, President's lists, and graduation honors, all of which may be published. Transcripts of students' academic records or student grade point averages may be released to the faculty advisor of officially recognized campus honor societies upon written request unless the student has filed an objection with the Registrar's Office. Only faculty members and appropriate administrators have access rights to student records.

Students who do not wish to have such information released must notify the Registrar's Office during the first two weeks of the academic year. The Registrar's Office provides a form for the convenience of students who do not wish to have information released.

JU's policy permits the release of information from a student's educational record without written consent to University faculty, staff, and administration who are responsible for working with such records in registration, counseling, teaching, financial aid, tuition and fee payment, internship and other activity directly related to their official responsibilities on a "need to know" basis.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which education records and personally identifiable information (PII) contained in

such records — including Social Security Number, grades, or other private information — may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## Graduation Information

A student may complete the requirements for a degree at the end of the Fall and Spring semesters and Summer I and the final Summer II terms. One Commencement ceremony is held at the end of the spring semester. Degrees will be conferred and diplomas issued as follows:

- Students who have applied for graduation, have received preliminary verification by the Registrar, have been approved by the faculty, and expect to complete requirements at the end of the semester may participate in the commencement ceremony.
- Students who graduated the previous December will be invited to participate in the Spring Commencement Ceremony. Undergraduate students who will complete requirements during the summer terms, may participate in the Spring Commencement Ceremony if they are within 12 credits of completion with a 2.0 GPA. However, degrees will not be conferred and diplomas and honors will not be issued until all degree requirements are satisfied.
- As one of the requirements for graduation, all Jacksonville University students must complete an important survey regarding their immediate professional plans after graduation. The survey's main function is to capture employment and continued education information from graduating students. This information enables the University to publish employment and graduate school statistics, which are vital to state funding, publication rankings, and admissions recruiting. The survey - commonly referred to as the "First Destination Survey, The Outcomes Survey, or the Graduate Survey" - will be administered during the students' final semester at JU and is required to be completed before Commencement. For further information or other questions regarding this survey, please contact the Career Resource Center.
- Graduate students who will complete requirements during the summer terms, may participate in the Spring Commencement Ceremony if they are within 9 credits of completion with a 3.0 GPA. However, degrees will not be conferred and diplomas will not be issued until all degree requirements are satisfied.
- Student transcripts will indicate that the degree was conferred as of the end of the semester in which degree requirements were completed.
- Diplomas will be mailed to graduates within 6-8 weeks following the end of the term.

Each student is responsible for arranging schedules to satisfy degree requirements in anticipation of timely graduation. The University strongly recommends that each student outline his or her program in consultation with his or her academic advisor at the beginning of each academic year so that adjustments leading to timely graduation can be made, if required. A student's academic advisor is responsible for giving sound academic advice, but the student ultimately is responsible for ensuring that all degree requirements for the student's particular programs are fulfilled.

**While efforts are made to ensure this Catalog's completeness and accuracy, University regulations and policies are not affected by typographical or other errors.**

Determination of degree eligibility and commencement ceremony participation are governed by the following:

- Each student must make formal application to graduate on forms provided by the Registrar's Office or through Web Advisor. It is recommended that prospective graduates should submit their graduation application one year in advance, but no later than:
  - **December 1 for students planning to graduate at the end of following Spring or Summer semesters.**
  - **August 30 for students planning to graduate at the end of Fall semester.**
- The Registrar, in cooperation with the academic advisors, will verify that degree requirements can be satisfied by the projected completion date. The Registrar will notify students of any problems discovered during the verification process. The JU e-mail system is the University's official means to communicate with students.
- Commencement information can be found on the Commencement Webpage and will be e-mailed to the graduation candidates.
- The commencement ceremony is an official University convocation designed to honor each graduate's academic achievement and to recognize the support of parents, spouses and loved ones. All prospective graduates are encouraged to participate in the commencement ceremony, but participation is not mandatory.

## Academic Awards and Scholastic Honors

### The Fred B. Noble Medal for Scholarship

The graduating senior who has earned the highest GPA in his or her class as of the commencement date receives this prestigious award. The recipient must have earned at least 90 graded credits (A-F) at JU.

### Graduation Honors

A student must earn a minimum of 60 credit hours of graded credit at JU to be eligible for honors designation at commencement. A student who earns a 3.5 cumulative GPA is graduated Cum Laude (with honor); a 3.7 CGPA, Magna Cum Laude (with high honor); and a 3.9 CGPA, Summa Cum Laude (with highest honor).

Students, who complete a second degree at Jacksonville University, after having completed their first degree at JU, shall be treated, for the purpose of calculating honors, as if they had transferred to JU. That is, they must complete a minimum of 60 graded credit hours toward the second degree to be considered for graduation honors.

### Graduation with University Honors

Students eligible for the University Honors Program may receive the academic distinction of graduation

with University Honors at commencement if they fulfill the requirements of the program as listed under “University Honors Program” in this section of the Catalog.

### **President's Honor Roll**

To qualify for the President’s Honor Roll, a student must earn at least 12 credit hours of “A” grades during a fall or spring reporting term, receive no grades lower than “A”, and have no incomplete or missing grades on his or her transcript.

### **Dean's List**

To qualify for the Dean’s List, a student must earn at least 12 credit hours during a fall or spring reporting term, attain or surpass a 3.5 GPA for the semester, and have no incomplete or missing grades on his or her transcript for the semester.

### **Departmental Honors**

Specific distinction in a student’s major field is recognized at graduation through the conferring of departmental honors, such as Departmental Honors in Biology.

To qualify for departmental honors, the student must have a 3.5 GPA in his or her major field and complete a significant researched thesis or creative production as evidence of advanced attainment. Students seeking this distinction must present a project prospectus at least one semester before graduation to the college dean, the division chair, and a supervisory committee composed of three faculty members. This group will establish guidelines, supervise, and evaluate the finished work when it is presented in some public manner. The deadline for project completion must be included in the prospectus. To be included in the Commencement Program the completed and signed prospectus must be in the Registrar’s Office by April 1st for the Spring Commencement Ceremony.

**(NOTE - Exception for Communication Sciences and Disorders Departmental Honors: cumulative GPA of 3.4 and GPA in major of 3.75 required. See course description for CSD 397/398/497/498 for complete requirements.)**

If the student’s project is to receive academic credit, he or she should enroll at registration using the prefix of the major field and an appropriate number from the series 397, 398, 497, 498. A student may enroll for a maximum of six credit hours in independent study and/or honors project per semester.

### **University Honors Program**

The University Honors Program at Jacksonville University aims to challenge academically talented, highly motivated students to develop intellectual curiosity and rigor, independent reasoning and creativity, superior communication skills, leadership, and a system for ethical decision-making. The program enables students with strong academic records and a desire to excel in the pursuit of knowledge to join with select faculty to form a community within the University that supports outstanding scholarship, personal growth, and service. The curriculum exposes students to interdisciplinary experiences and encourages them to make connections among domains of knowledge; fosters leadership; guides students to assess and reflect on their beliefs and values; encourages students to identify and assess personal, academic, and professional goals; provides opportunities for individual research and creativity; and encourages participation in cross-cultural and international experiences.

Entering students may register for honors courses if they have attained at least a 3.5 GPA at the secondary level and a combined SAT score of 1290 or better (reading & mathematics), or ACT score of 27 or better. Returning and transfer students may register for honors courses if they have earned a

cumulative GPA of 3.5 or higher. Qualified students may take as few or as many honors courses as they wish.

Fulfillment of the requirements for the University Honors Program entitles participants to graduate with University Honors at commencement. Requirements include:

- Filing an official acceptance of the invitation to join the Honors Program with the director of the Honors Program. Students then are designated University Honors Fellows. Students, who remain in good standing in the Honors Program, as determined by the director, are eligible for priority registration.
- Successful completion of at least 25 credit hours in honors courses, including a one credit hour colloquium and at least one honors seminar.
- Attainment of a 3.5 cumulative GPA and a 3.5 GPA in honors course work at the time of commencement.
- Completion and presentation of a significant research project.
- Completion of at least one internship.
- Completion of a service learning opportunity offered as part of the Honors Colloquium.
- Enrollment in Honors courses each semester. (Two consecutive semesters of enrollment in no Honors courses results in the student being designated “not in good standing” in the Honors Program.)

Students transferring to JU may transfer honors credits received from accredited community colleges and four-year colleges and universities into JU’s Honors Program. However, to graduate with University Honors, a transferring student must complete a minimum of 13 credit hours in honors courses at JU, including the honors colloquium and an honors seminar, and a total of 60 hours of graded credit at JU.

Students may earn in various ways the honors credits necessary to graduate with University Honors:

- **Students entering with Advanced Placement or International Baccalaureate exam scores**, which exceed the requirement for AP or IB credit at the University, may apply those credits toward the minimum of 25 honors credits needed to graduate with University Honors.
- **Honors Colloquium** – A required three-credit honors orientation course for first-year honors students focusing on educational planning, values exploration, and personal development.
- **Honors sections** of courses carrying zero (0) to eight (8) credit hours each.
- **Interdisciplinary honors seminars** – Honors seminars carrying two to five credit hours each, the topics of which are specified in the Schedule of Classes. Topics vary by semester.
- **Add-on one honors credit** – One hour of honors credit in addition to regular course credit. Students participate in extra projects or research in a particular course under the supervision of the instructor. Approval of the director of the Honors Program is required.
- **Departmental Honors courses** – At the upper levels, Honors Program students are expected to propose and conduct research or creative projects within their major fields carrying two to six credit hours of independent study per semester. Students seeking University Honors credit should apply for departmental honors as specified (see Academic Awards and Scholastic Honors in this section) and simultaneously submit their prospectus to the Director of the Honors Program. Upon approval of the completed departmental honors projects or creative productions for honors credit by the students’ departmental

supervisory committees, students in the Honors Program will be awarded both departmental and University Honors credit. Students are required to present findings in a public forum such as the Undergraduate Research Symposium, scheduled each year in the spring.

•**Undergraduate Research**—Honors Program students are expected to propose and conduct research or creative projects within their fields of choice. The course work involved may include independent study carrying two to six credit hours per semester. This is closely related to the Departmental Honors courses discussed above but need not necessarily be related to academic major or to pursuit of Departmental Honors designation. The proposal and project must be approved by the director of the Honors Program as well as by the faculty mentor who will oversee the project.

•**Internship** – On rare occasion, when certain criteria are met, an internship may carry honors credit.

•**Education Abroad** – Coursework carries honors designation only as determined by the Director of University Honors.

### **University Scholars Program**

The University Scholars Program is designed to afford students networking and leadership development training to enhance their experience at Jacksonville University and their success after university. These students will have opportunities to interact and network with leaders in the business, political, educational, community service, and non-profit areas of Jacksonville and beyond as well as with key administrators, staff, and faculty at Jacksonville University. A four-year program, University Scholars will maintain records of their professional contacts and practice their training in using effective networking skills. Incoming students can apply through Admissions to become part of the University Scholars program by indicating interest to their Admissions counselors. Current students may apply to be part of University Scholars through the director of the program.

### **Other Honors**

The University awards the following honors at its discretion to recognize outstanding service to the cause of education:

•**Honorary Doctorates**

•**Distinguished Service Award**

•**Distinguished Alumni Awards**

•**Certificates of Appreciation**

•**Professor of the Year** - The faculty chooses the Professor of the Year annually.

•**President’s Award for Outstanding Leadership** - awarded at commencement to a member of the senior class for leadership, character, scholarship, and service.

•**National Honor Society of Phi Kappa Phi’s Jacksonville Chapter** - rewards scholastic excellence by electing student members from all recognized branches of academic endeavor.

•**University Award for Outstanding Service and Co-curricular Involvement** - given annually at commencement to a member of the senior class whose service contributions to the University and participation in co-curricular activities have been of the highest order.

---

## **Academic Integrity and Misconduct**

- I. Definitions of Academic Integrity and Misconduct**
- II. Student and Faculty Responsibilities**



- III. Reporting Alleged Acts of Academic Misconduct
  - IV. Penalty Classifications for Academic Misconduct
  - V. Course-Level Penalties for Academic Misconduct
  - VI. University-Level Penalties for Academic Misconduct
  - VII. Student Notification
  - VIII. Student Admissions of Guilt
  - IX. Membership of the Academic Integrity Council (AIC)
  - X. Convening an AIC Hearing
  - XI. AIC Hearing Panel Jurisdiction
  - XII. AIC Hearing Panel Attendants
  - XIII. AIC Hearing Panel Proceedings
  - XIV. AIC Hearing Panel Deliberations
  - XV. AIC Hearing Panel Records & Findings
  - XVI. Actions Taken Upon an AIC Hearing Panel Decision
  - XVII. Appealing AIC Hearing Panel Decisions
- 

#### I. Definitions

Members of the Jacksonville University community are expected to foster and uphold the highest standards of honesty and integrity, which are foundations for the intellectual endeavors we engage in. To underscore the importance of truth, honesty, and accountability, students and instructors should adhere to the following standard:

***I do not lie, cheat, or steal, nor do I condone the actions of those who do***

Academic misconduct occurs when a student engages in an action that is deceitful, fraudulent, or dishonest regarding any type of academic assignment that is intended to or results in an unfair academic advantage. In this context, the term “assignment” refers to any type of graded or ungraded work that is submitted for evaluation for any course. Academic misconduct includes but is not limited to cheating, collusion, falsification, misrepresentation, unauthorized collaboration on assignments, copying another student’s work, using or providing unauthorized notes or materials, turning in work not produced by the individual, and plagiarism. Furthermore, providing deceitful, fraudulent, or dishonest information during discussions of an academic manner with faculty are also examples of academic misconduct. Specific examples of academic misconduct include, but are not limited to the following:

- Using unauthorized notes or other unauthorized resources for an exam or assignment.
- Sharing information about a test or quiz with others if you take the test or quiz earlier than other students.
- Copying answers from someone else, such as on a test, quiz, lab report, assignment, etc.
- Presenting any false material as genuine, such as falsified data, false resources, false citations, etc.
- Turning in the same or significantly similar assignment to more than one class without first obtaining explicit permission from the instructors.
- Falsifying class records or other materials submitted to comply with course requirements or to obtain course credit, including providing false information regarding class attendance,

attendance at a required event or an event for which credit will be given, or attendance at an internship or other required service.

- Misrepresenting the truth or lying in an effort to receive an extension of a due date, reschedule a test date, or any obtain any other unfair academic advantage.
- Lying to a faculty member when approached about an incidence of academic misconduct. In this instance, lying about an instance of academic misconduct only compounds the dishonesty and is further disrespect to the faculty member and the academic system.
- Facilitating any misconduct by another student. This includes helping another student engage in academic misconduct as well as pressuring or coercing another student into assisting in academic misconduct.
- Substituting one person for another to take a course, test, or any other academic assessment.
- Purposefully impeding others from academic progress.
- Plagiarism centers on representing another's work as your own.
  - Copying someone else's work and/or words without using quotes and proper citation.
  - Paraphrasing someone else's work and/or original ideas without proper citation.
  - Using someone else's train of thought, ideas, conclusions, logic, etc., without proper citation.

Ways to avoid academic misconduct:

- Always do your own work.
- Never "copy and paste" information into a document that you will end up turning in.
- If you "copy and paste" information into a document, always put it in quotation marks and then put a citation.
- Never lend your work to others, and do not borrow work from others.
- If you are conducting a group project and a member of the group is not participating, contact the instructor and/or do not put that student's name on the end product.
- Ensure that any collaborative work adheres to the guidelines set by the instructor. If you are engaged in a collaboration that seems like it might be unauthorized, seek clarification from your instructor.
- Review this section of the catalog (Academic Honesty) frequently.
- Recognize the importance of communication and clarification. Understanding what does and does not constitute academic misconduct is the responsibility of each individual and thus each individual should seek clarification on matters of academic integrity and misconduct.
  - Clarify with your instructor what is authorized and what is not authorized regarding use of materials, collaboration, etc.
  - If you have any questions regarding whether something is considered academic misconduct, consult your instructor if it is class or assignment specific, or your academic advisor.
  - Certain types of plagiarism are not as obvious as other types. However, unintentional plagiarism is still plagiarism, so actively work to understand what does and does not constitute plagiarism.

---

## II. Responsibilities

It is the responsibility of each student at Jacksonville University to know and abide by the standards and guidelines for academic integrity, as outlined above.

Instructors are expected to provide clear information regarding class assignments; however, it is ultimately a student's responsibility to understand the amount of collaboration allowed in a specific assignment, to understand how to cite sources, and to never assume that working with others or using the student's previous work or the work of others is acceptable without instructor permission.

It is the responsibility of instructors to report all acts of misconduct, even if they believe those acts to be unintentional, so that students can benefit from special educational instruction and assistance to help ensure that they avoid committing such acts again in the future. If the instructor is unsure whether a violation has occurred, the instructor is to consult with the Chair of the Academic Integrity Council.

By reporting acts of academic misconduct through the **Academic Misconduct Notification Form** (available to instructors via WebAdvisor) at the time that they occur, instructors initiate a process that allows students to either admit guilt, accept all penalties without explicitly admitting guilt, or exercise the right to challenge the instructor's determination of guilt in a timely manner with the Academic Integrity Council. This process is entirely separate from the **Grade Appeals Process**. If an instructor should impose a penalty for an act of academic misconduct in a course, but fail to report the incident through the **Academic Misconduct Notification Form**, the instructor's action will be considered a violation of university policy. Therefore, if the student should initiate a grade appeal after receiving his/her final grade in the course, the instructor's dean would automatically reverse the course-level penalty.

---

### III. Reporting Alleged Acts of Academic Misconduct

If an instructor believes a student has committed an act of academic misconduct, the instructor is to meet with the student, if possible, to discuss the matter. When it is not possible to meet with the student, the instructor is to contact the student by email. This meeting or email contact should be initiated as soon as possible after the instructor's discovery of the act. The instructor is then to fill out the **Academic Misconduct Notification Form** (available to instructors via WebAdvisor). This form will generate a report that will be automatically transmitted via email to the student, the instructor, and either the instructor's dean or a designee who is authorized to act on behalf of that dean. On this form, the instructor will:

- 1) **Indicate that a "warning" be issued to the student.** This option is to be used to provide the student with a teaching moment and may or may not include a course penalty, according to the instructor's discretion (see Section IV, "Penalty Classifications for Academic Misconduct," below]. Under this option, the student will be required to undergo special educational instruction and assistance to help ensure that he or she avoids committing such acts again. This "warning only" option may be chosen in any of the following circumstances:
  - The affected assignment amounted to 5% or less of the total grade in the course.
  - An act of plagiarism occurred due to a technicality and was likely unintentional.
  - Mitigating circumstances suggest that the act of misconduct was not an overt attempt to gain an unfair advantage.
- If a student receives two warnings during his or her course of study at Jacksonville University, the student will be placed on a probationary watch list. Records of being on the probationary watch list will be expunged from the student's academic file upon graduation, assuming no further acts of academic misconduct occur.
- Once the student has been placed on the probationary watch list, further incidents of academic misconduct may lead to suspension or expulsion.

- 2) **Indicate that a “citation for academic misconduct” be issued to the student.** This option usually requires the student to undergo special educational instruction and assistance as well, but it also typically entails placing the student on a probationary watch list, unless the student has already received another such citation in the past.
  - Records of being on the probationary watch list will be expunged from the student’s academic file upon graduation, assuming no further acts of academic misconduct occur.
  - Once a student has been placed on the probationary watch list, further incidents of academic misconduct may lead to suspension or expulsion.

**NOTE:** If the course-level penalty assigned by the instructor is failure for the entire course, the instructor is to indicate, on the Academic Misconduct Notification Form, that the instructor’s dean is to direct the Registrar’s Office to create an “Academic Hold” which will prevent the student from withdrawing from the course in question (the student may still withdraw from other courses).

---

#### **IV. Penalty Classifications for Academic Misconduct**

There are two levels of penalties for incidents of academic misconduct.

- 1) **A course-level penalty**, which is assigned by the instructor, in line with the policies on the instructor’s syllabus.
  - 2) **A concurrent university-level penalty**, which will include educational instruction and assistance, but may include placing the student on a probationary watch list, suspension, or even expulsion from the university, depending on the type of violation and/or the type and number of previous violations.
- 

#### **V. Course-Level Penalties for Academic Misconduct**

Upon discovery of an act of academic misconduct, the assigning of a course-level penalty is up to the discretion of the instructor. If the student requests an AIC hearing panel to review his or her case and is found innocent of the alleged misconduct, the instructor must retract any course-level penalties and re-grade the assignment(s) in question as if no academic misconduct occurred.

Unless the course-level penalty is failure for the entire course, the student may still withdraw from the course, provided that the deadline for withdrawing has not yet passed.

---

#### **VI. University-Level Penalties for Academic Misconduct**

Once a student has admitted to an act of academic misconduct, or has been found guilty of committing such an act by a Hearing Panel of the Academic Integrity Council (see section XVI, “Actions Taken Upon an AIC Hearing Panel Decision” below), the university-level penalties below are to be imposed, and the student’s academic advisor is to be notified. If the student is an athlete, the Chief Athletics Officer and the Faculty Athletics Representative are to be notified. If the student is a member of ROTC, his or her Commanding Officer is to be notified.

**WARNINGS:**

- One warning will result in mandatory educational instruction and assistance, to help ensure that the student avoids committing such an act again.

- A second warning will result in further mandated educational instruction and assistance, along with the student being placed on the probationary watch list, unless the two warnings occur concurrently, in which case they are to be treated as one warning.
- If students receive no more than two warnings during their course of study at Jacksonville University, and no further acts of academic misconduct occur, these warnings will be expunged from their academic files upon graduation.
- Once a student has been placed on the probationary watch list, further incidents of academic misconduct may lead to suspension or expulsion, with the length of the suspension to be determined by the instructor's dean.

**CITATIONS FOR ACADEMIC MISCONDUCT:**

- One citation will result in mandatory education instruction and assistance, in addition to the student being placed on the probationary watch list. This is to occur regardless of whether or not the student has received a previous warning. In cases where the student has already received two warnings, however, and has hence already been placed on the probationary watch list, punishment will then be governed by the guidelines listed below.
- Records of an act of academic misconduct are only retained in a student's academic file if the student is eventually suspended or expelled from the university for academic misconduct. Notations regarding such an act will otherwise be expunged from the student's academic file upon graduation.
- If a student's first two offenses occur concurrently (as determined by a relevant Dean), whether they involve warnings, citations, or a mix of both, they are to be treated as one offense. If these first two offenses are a mix of a warning and a citation, they are to count as one citation of academic misconduct.

**EDUCATIONAL INSTRUCTION AND ASSISTANCE:**

- The purpose of special educational instruction and assistance is to help ensure that students avoid committing acts of academic misconduct again.
- A "training hold" will be placed on the student's account to prevent the student from registering for classes, requesting transcripts, and / or graduating, until the instructor's dean or designee receives notification from the appropriate units (i.e., the Writing Center and the Academic Support Center) that this educational training has been completed.
- The student is still to be allowed to withdraw from the course in which academic misconduct occurred, prior to completing this educational training, provided that the course-level penalty determined by the instructor is not failure for the entire course and that the university deadline for withdrawing has not passed. The mandatory educational instruction is to include 1) individualized educational counseling with (non-student) staff at the Academic Support Center and 2) instruction from the Writing Center about plagiarism. This instruction is to include both components, no matter what the exact nature of the act of misconduct was.
- This mandatory educational instruction is to consist of standardized modules approved by the Academic Standards Committee.

**PROBATIONARY WATCH LIST, SUSPENSION, AND EXPULSION:**

- Records of being on the probationary watch list will be expunged from the student's academic file upon graduation, assuming no further acts of academic misconduct occur.
- Once the student has been placed on the probationary watch list, any further acts of academic misconduct, whether it be warning or a citation, may result in suspension from the university, with the length of the suspension to be determined by the instructor's dean.

- If students are suspended for academic misconduct, that notation will remain on file in the office of the Chief Academic Officer, but it will not be entered on their permanent transcripts.
- Once students have been suspended for academic misconduct, any further warnings or citations that occur upon their return may result in immediate expulsion from the university.
- Students who are expelled from Jacksonville University are unable to enroll in any future classes, and records of this expulsion are maintained in their academic files. Official transcripts, however, do not record any mention of expulsion or the reasons why students are expelled.

**SPECIAL CASES:**

- If the instructor’s dean judges a particular act of academic misconduct to be especially egregious, he or she may take the matter to the Chief Academic Officer, who may impose harsher penalties than those outlined above, including immediate expulsion from the university after just one act.
- As mentioned above, if a student’s first two offenses occur concurrently, whether they involve warnings, citations, or a mix of both, they are to be treated as one offense. If a student who has previously been free of academic misconduct suddenly commits more than two offenses in one semester, however, it is up to the judgment of the Chief Academic Officer to decide whether those acts will count as one or more offenses.

**VII. Student Notification**

Once the instructor’s dean or designee has received the Academic Misconduct Notification Form from the instructor, if the course-level penalty assigned by the instructor is failure for the course, the instructor’s dean is to inform the Registrar to place an “Academic Hold” to prevent the student from withdrawing from the course in question.

If the instructor has indicated “WARNING” only on the Academic Misconduct Notification Form, that instructor’s judgment is to be respected. If the instructor marks “CITATION,” however, the instructor’s dean has the right to lessen that to a “WARNING” if, in his or her judgment, the infraction fits the guidelines for a warning. Again, these guidelines include any of the following circumstances:

- The affected assignment amounted to 5% or less of the total grade in the course.
- An act of plagiarism occurred due to a technicality and was likely unintentional.
- Mitigating circumstances suggests that the act of misconduct was not an overt attempt to gain an unfair advantage.

The instructor’s dean or designee is then to ascertain whether or not this is the student’s first offense, so that he or she can accurately communicate to the student what the university penalty will be if the student chooses to admit committing the act in question. Once this determination is made, the instructor’s dean or designee is to notify the student by email.

- After receiving the Academic Misconduct Notification Form from the instructor, the instructor’s dean or designee is to notify the student what the course- and university-level penalties will be if the student admits to the act of academic misconduct described in the Academic Misconduct Notification Form previously submitted by the instructor. The instructor’s dean or designee is to inform the student of the following options (only if an Academic Misconduct Notification Form is submitted by the instructor): 1) admit committing the act in question and accept the course- and university-level penalties, 2) accept the penalties without an admission of misconduct, or 3) request a hearing with the Academic Integrity Council.

- The instructor's dean or designee may advise the student to seek counsel from a faculty advisor, coach, and/or administrator.
  - The instructor's dean or designee is to inform the student that he or she has seven (7) business days from the postmark date (or email time stamp) of this notification to request a hearing with the Academic Integrity Council, or the student will be presumed guilty of committing the violation.
- 

### **VIII. Student Admissions of Guilt**

In cases in which the accused student admits to the act of academic misconduct, accepts the penalties without an admission of misconduct, or fails to request a hearing with the Academic Integrity Council within the allotted seven (7) business days, the instructor's dean or designee is to record a determination that the student has indeed committed the act in question. The instructor's dean or designee is also to notify the Registrar to place a "training hold" on the student's account to prevent the student from registering for classes, requesting transcripts, and / or graduating, until the instructor's dean or designee receives notification from the appropriate units (i.e., the Writing Center and the Academic Support Center) that any required educational training (see Section VI above) has been completed. The instructor, the student's academic advisor, and the student's dean (if applicable) are then to be notified, and all university- level penalties are to be assessed and applied. If the student is an athlete, the Chief Athletics Officer and the Faculty Athletics Representative are to be notified. If the student is a member of ROTC, their Commanding Officer is to be notified. The notification is also sent to the office of the Chief Academic Officer for recordkeeping.

---

### **IX. Membership of the Academic Integrity Council (AIC)**

The Academic Integrity Council is led by a Chair.

- The AIC Chair is a non-voting member who presides over all hearings of the AIC.
- The AIC Chair is to serve as a neutral resource to both students and faculty.
- The AIC Chair is to be a tenured faculty member, appointed by the Chief Academic Officer to serve a two-year term, which may be renewed.

The other members of the Academic Integrity Council form a pool of faculty members from which the AIC Chair draws to form Hearing Panels.

- At least three faculty members from each college are to be appointed to the AIC, with at least one faculty member coming from each academic school or division. These faculty members are to be tenured, unless the particular division or school they represent has less than two tenured faculty. In such cases, non-tenured faculty may be appointed to the AIC. These faculty members are to be appointed to the AIC by the deans of each college, in consultation with division chairs, to serve two-year terms, which may be renewed. Additional tenured faculty members may be appointed to the AIC as needed, from any academic division or school, at the discretion of the deans. The terms of these faculty members are to be staggered, to ensure continuity.
- Three undergraduate students, to be selected from three different academic units, are to be appointed by the Chief Student Life Officer each year to serve one-year terms on the AIC. Terms of service are renewable.

Three graduate students, to be selected from three different academic units, are to be appointed by the Chief Student Life Officer each year to serve one-year terms on the AIC. Terms of service are renewable.

---

#### **X. Convening an AIC Hearing**

A student can request a hearing with the Academic Integrity Council only after an Academic Misconduct Notification Form is submitted by the instructor. If there is no Academic Misconduct Notification Form submitted by the instructor, the student will need to refer to information in the Grade Appeal Process in the JU Catalog.

If the student requests a hearing with the Academic Integrity Council, the instructor's dean or designee is to forward all information regarding the alleged act of academic misconduct to the AIC Chair, who is to meet with the student in a neutral, advisory role, to review the case and discuss the student's options. If the instructor who has charged the student with an act of misconduct is also the AIC chair, then the instructor's dean will designate another faculty member serving on the AIC to meet with the student, and to serve as the AIC chair for that case.

The AIC Chair may make frank recommendations at this meeting that result in the student choosing to forego the hearing and admit to committing academic misconduct, but it remains the student's right to have a hearing if he or she chooses. If, after this meeting, the student still wishes to request a hearing, the AIC Chair is to schedule one within the next fourteen (14) business days, if possible.

When alleged violations occur at the end of a fall or summer semester, the hearing is to take place within thirty (30) days of the beginning of the next spring or fall semester, respectively. When alleged violations occur during the spring semester, the hearing is to take place no later than thirty days after the beginning of the following fall semester.

The AIC Chair will then select the participants of a Hearing Panel from the members of the AIC. The Hearing Panel is to consist of three to five voting members (aside from the chair).

Members of the AIC may disqualify themselves from participating in any particular Hearing Panel for any reason. In such a case, it is up to the chair to find a replacement member according to the above guidelines. The instructor who has accused the student of academic misconduct cannot be a member of the hearing panel, nor serve as the AIC chair for that panel.

The instructor and the instructor's dean are to be notified of the time and place of the hearing.

If an accused student is either unwilling or unable to attend a Hearing Panel that he or she has requested, the AIC chair may opt to have five members of the AIC review the student's case without requiring these members to attend a physical meeting.

---

#### **XI. AIC Hearing Panel Jurisdiction**

AIC Hearing Panels have jurisdiction over one issue and one issue alone: determining whether accused students are guilty of the particular act(s) of academic misconduct related to the warning or the citation alleged by the instructor. AIC Hearing Panels have no jurisdiction over the penalties imposed for violations, or whether the act in question merits a warning or a citation for academic misconduct.



Only the instructor's dean has the right to change a citation to a warning. His or her decision on this matter is final. If a student who has admitted an act of academic misconduct or been found guilty of one by a hearing panel should wish to contest the severity of a course-level penalty imposed by an instructor (on the basis that the penalty was not in accordance with the instructor's stated syllabus policies), that student would need to follow the process outlined in the "Standard Procedures for Appeals of Grades and Sanctions" section of this catalog.

---

## XII. AIC Hearing Panel Attendants

AIC Hearings are to be closed from the public. Only the following people are to be allowed to attend:

- **The Chair of the AIC**, who is to preside over the proceedings, but not have a vote in determining the outcome.
- **The members of the Hearing Panel**, chosen by the AIC Chair
- **The accused student**, who may elect to be accompanied by an advisor of his/her choosing. The advisor must be a member of the University community (i.e., a current student, faculty, or staff member) and may not be an attorney for, or a parent of, the accused student. The accused student is responsible for presenting his/her own information, and therefore, advisors are not permitted to speak or to participate directly in the hearing. If the student is unable to attend the hearing, he or she may opt to submit a written statement for review by the panel.
- **The instructor.**
- **Witnesses, if relevant, admitted at the sole discretion of the AIC Chair.**

The instructor is strongly encouraged to attend the hearing.

---

## XIII. AIC Hearing Panel Proceedings

The Chair of the AIC is to preside over the proceedings of the Hearing Panel.

- The AIC Chair is to allow the student to present evidence.
- The AIC Chair may allow the student to present witnesses, at his or her discretion.
- The AIC Chair may allow the instructor to give testimony and present witnesses, at his or her discretion.
- The AIC Chair is to allow panel participants to ask both the student and the instructor questions.

Formal rules of evidence need not apply. If either the student or the instructor fails to attend the hearing, the hearing will still proceed. The student has the right to hear the testimony and witnesses offered by the instructor, as well as to review all evidence submitted by the instructor. At the sole discretion of the AIC Chair, the instructor may be excluded from any part of the panel proceedings. All evidence presented will be considered objectively by the panel. Both the instructor and the student are only to speak when prompted by the AIC Chair. Once all evidence has been presented and panel members have finished with their questions, the Chair will ask everyone to leave except for the panel members, so that deliberations can occur.

---

#### **XIV. AIC Hearing Panel Deliberations**

Once the Hearing Panel is alone with the AIC Chair, the Chair will answer any questions that any member of the AIC Hearing Panel might have about the proceedings. Then the Chair will leave the panelists alone to deliberate until they notify the chair that they are ready to vote. The vote is to be private, submitted by paper ballot, and administered by the chair, with the majority determining the outcome. In the event of a tie, the student is to be found not guilty.

If the accused student is either unable or unwilling to attend the Hearing Panel, and the AIC chair has opted to have five members of the AIC review the student's case without attending a physical meeting, deliberations are to occur electronically.

---

#### **XV. AIC Hearing Panel Records & Findings**

The AIC Chair is to keep a record of the proceedings and the outcome, documenting the names of all attendants along with the ultimate finding of the Hearing Panel. If the student has been found guilty of academic misconduct, the AIC Chair is to send a notification of the finding to the office of the Chief Academic Officer, or to a designee acting on behalf of the Chief Academic Officer, for recordkeeping.

---

#### **XVI. Actions Taken Upon an AIC Hearing Panel Decision**

The AIC chair is to notify the instructor's dean and the student's dean (if applicable) of the outcome of the hearing panel.

If the hearing panel has found the student guilty of academic misconduct, the AIC chair will inform the student's academic advisor of the outcome. The AIC chair will make the following additional notifications if relevant: if the student is an athlete, the Chief Athletics Officer and the Faculty Athletics Representative are to be notified; if the student is a member of ROTC, their Commanding Officer is to be notified. The instructor's dean or designee is also to inform both the student and the instructor of the finding and is to enforce all penalties, which may include expulsion from the university. If applicable, the instructor's dean or designee is also to notify the Registrar to place a "training hold" on the student's account to prevent the student from registering for classes, requesting transcripts, and / or graduating, until he or she receives notification from the appropriate units (i.e., the Writing Center and the Academic Support Center) that any mandatory educational training (see Section VI above) has been completed.

If the student is found innocent, the instructor's dean or designee is to notify the Registrar that any holds on the student's academic records are to be released, and also to notify the instructor to retract any course-level penalties previously assessed and to re-grade the assignment(s) in question as if no academic misconduct occurred.

---

#### **XVII. Appealing AIC Hearing Panel Decisions**

Decisions of an AIC Hearing Panel are final, unless the student can document that a serious procedural error occurred. This documentation must be submitted to the Chief Academic Officer within ten (10)

business days of the hearing panel finding. The Chief Academic Officer will then review the student's appeal, make a decision, and notify all parties of the decision and its rationale. The decision of the Chief Academic Officer will be final.

---

## Experiential Learning Programs

The following Experiential Learning programs apply towards the Experiential Learning core curriculum graduation requirement. These opportunities are intended to assist students in developing skills in critical thinking, communication, diversity, and teamwork. For general questions about Experiential Learning, students can contact the Office of Experiential Learning, Gooding Building 109, 904-256-7881.

### JU Education Abroad and Education Away Programs

Jacksonville University is committed to providing its students with a world-class education. The University has embraced education abroad and away as ideal forms of experiential learning. JU has developed select programs around the world where students can immerse themselves in the local cultures, participate in internships and community service opportunities, and study alongside local students. The University considers international experience to be an integral part of liberal arts and professional education for the 21st century.

JU Education Abroad programs are unique in many ways. Most courses are taught in English. Programs are designed to be affordable to all students; in addition, students may be eligible for federal and state financial aid to participate. Extensive on-site support services are also available to JU students abroad.

JU faculty have led education abroad programs and taught courses in the Bahamas, China, Ecuador, England, France, Germany, Ireland, Italy, Mexico, Spain, South Africa, and Thailand. Semester and summer study abroad programs are available in dozens of countries around the globe. In addition to international locations, JU faculty have led education away programs in ideal destinations such as New York City.

JU is dedicated to providing a global education for its students through International Education Programs (IEP) and other vendors. They offer a full catalog of programs accessible to most students and majors. Students can study abroad for as short a time as the week of Spring Break, two to six weeks in the summer, or as long as an academic year. Each program provides quality international academic experiences at some of the most prestigious institutions of higher education in Europe, Australia, Asia, Africa, and Latin America. Whether students are interested in developing their language skills, immersing themselves in other cultures or earning credit toward their degrees, they will help students realize their international academic goals.

JU students and non-JU students (admitted to JU as transient students) receive credit from JU with grades that are calculated into their grade point average for faculty led courses that were taken abroad.

JU students and non-JU students (admitted to JU as transient students) receive credit from JU with grades that are **not** calculated into their grade point average, for participation in any approved IEP (or other vendor) summer, semester or study abroad program. To be acceptable for credit, the appropriate college deans and chairs of the divisions concerned must approve international study and other learning abroad activities. NROTC students must have their commanding officer's approval to study abroad.

Students planning to participate in Education Abroad must also notify the Registrar's Office and the Office of Student Financial Assistance at the time that an application for education abroad is submitted. Courses taken abroad must meet University academic standards and form a coherent part of the student's four-year curriculum plan. JU degree-seeking students may not participate in more than three semesters or 45 semester credit hours total in Education Abroad programs. Students who are enrolled in a semester program must take at least 12 credit hours. Students may take up to 15 of their last 30 semester hour credits in Education Abroad programs. Students who study abroad their last semester may have their graduation postponed to the next graduation date due to the dates of the Study Abroad Term or for the time it takes to receive the transcript from the foreign school. JU faculty led programs do not count against students' residency hours or apply toward the previously mentioned restrictions.

### **Study Abroad or Away Class**

An independent Study Abroad or Away class is available to students for the opportunity to study abroad or at different US sites and use financial aid. The same number, 144 or 544, will be used by all departments with their department designation, i.e. ENGL 144, BIOL 144, or EDU 544.

The XXX 144 and XXX 544 class:

- The XXX 144 and XXX 544 classes will be associated with a JU Fall or Spring class as a co-requisite, but will be taught and graded independently.
- Students will register for the JU catalog class and the XXX 144 or XXX 544 classes at the same time.
- May be repeated for credit when the topic changes.
- May be offered as Pass/Fail or for a letter grade. The instructor will include the grading type when submitting the XXX 144 or XXX 544 class to the Registrar's Office for scheduling.
- Will be variable credits (0-4).
- The 3 or 4 credit XXX 144 class must meet the University's approval for Experiential Learning.

A Program Fee will be added to the JU catalog Fall or Spring class that covers the cost of the XXX 144 or XXX 544 class. The Program Fee follows the payment schedule and refund tables of the Fall or Spring term where the JU catalog class is offered. If the student does not take the summer trip after completing the Spring class, the Program Fee is not refunded. If the student takes the summer trip, but drops the Fall class during the 100% refund period, they will not be charged the Program Fee.

Where the Study Abroad or Away class and trip are housed in the same Fall, Spring, or Summer term, the class offered will be the catalog JU class and the XXX 144 or XXX 544 class will not be used. Tuition and the Program Fee will be charged for the JU catalog class.

### **Internship Program**

The University internship program is designed to provide junior and senior students practical experience in areas related to their major fields of study. Since the internship involves the awarding of academic credit, this experience is expected to:

- Require the student to apply the concepts, theories or practices learned in the classroom and to test the application of these ideas in actual situations encountered in the nonacademic setting.
- Expand the knowledge base of the student through challenging assignments. While it is expected that the student intern will be asked to perform some routine duties, this cannot be the primary function of the internship. The student pays regular academic fees for hours of academic credit earned during an internship. The amount of knowledge gleaned from the internship is expected to approximate that provided in a classroom setting. This becomes a

value judgment as experiential learning is compared to classroom learning, but it is a critical factor in evaluating an internship.

- Expose the student to the wealth of actual behaviors, situations, and incidents that occur in an organizational setting and cannot be taught in the classroom. Often this is part of the socialization process that occurs when an individual joins an organization, even if only on a part-time basis.

- Provide a valuable interface between the sponsoring organization and the University. Students selected to participate in internship programs become representatives of the student body to the community just as the faculty members, acting as internship academic advisors, represent the faculty and administration of the University. This responsibility can be one of the most valuable assets to the program. It provides the community with a firsthand evaluation of the fine quality students and faculty at Jacksonville University.

- Credit Awarded** - No more than 12 hours of academic credit can be earned through the internship program and applied toward the fulfillment of the 120 credit hours required for a degree. Internship courses will carry the suffix number of 90; i.e., 390, 490. [Internships may be designated as "0" credit hours. Zero credit internships will not count towards fulfillment of the Experiential Learning requirement. Faculty supervising the zero credit internship must still submit a grade upon its completion, although Pass/Fail is an option.]

- Academic Standards**- A student applying for an internship must:

- Have junior or senior standing or departmental approval
- Have a faculty sponsor with expertise in the field of the internship
- Secure the agreement of a sponsoring agency or employer
- Have the permission of the division chair and the college dean

Any student on probation or suspension is not eligible for an internship. Divisions may set higher academic qualifications for participation in internships under their supervision.

### International Internships

Jacksonville University and its approved partners offer International Internships. International Internships may be taken by a matriculated college student in Good Academic Standing, who has permission from their home college/university to receive credit for the internship. Students must complete the International Internship packet prior to acceptance into the program.

### Undergraduate Research

JU recognizes the educational value of an undergraduate research experience. A two-course sequence in undergraduate research has been established. Eligible students may enroll in scheduled courses assigned the departmental prefix and the number 373 (Research Preparation) and 374 (Undergraduate Research) for at least two credit hours each. A second alternative for eligible students is to enroll in independent study for research projects under the direction of research professors who lead students through the designated steps in research design, execution, and analysis. These courses are designed to give the student experience, beginning with the conceptualization and design of a research project, through the literature search, data gathering and analysis, and writing the results in a format suitable for publication. Students should consult with a faculty mentor who specializes in the area of the endeavor and with the Director of Undergraduate Research.

### Service-Learning

JU recognizes the academic and civic benefits of merging service to the community with academic coursework. Structured Service-Learning courses include projects that are designed by faculty, to enhance students' learning, while also meeting the needs of a partnering organization. Service-Learning

courses are found throughout many disciplines. Service-learning courses carry an attached zero credit JU 408 co-requisite. Students who are dedicated to Service-Learning can also earn a nine-credit certificate in Service-Learning. For more information contact the Director of Service-Learning.

## Other forms of Engaged Learning

### Independent Study

Independent study is available to junior or senior students in good academic standing and to Graduate students. All fields are open to this academic alternative. A variety of designs are encouraged: travel study, semiprofessional work, or research experience. The title and description of the design and content must be submitted to the supervising instructor, the appropriate division chair, and the college dean at least one month prior to registration. If approved, the course will be assigned a title and departmental prefix, plus a course number from the series 199, 387, 388, 487, 488 and 591.

Independent study design may not duplicate any course listed in the Catalog, and credit may not be taken on a pass/fail basis. A student may enroll for a maximum of six (6) credit hours of independent study each semester and is limited to a maximum of 12 credit hours for undergraduates and six (6) credit hours for degree seeking Graduate students.

### Academic Standards of Progress

JU enforces a policy of standards of academic progress. The quality of work completed must meet the minimum standards published in this Catalog, or the student will be placed on probation, suspended, or dismissed. To graduate from JU, an undergraduate student is required to have a minimum cumulative GPA of 2.0; a graduate student is required to have a minimum cumulative GPA of 3.0. The University reviews the academic progress of students each term and informs those not making satisfactory progress so that appropriate corrective actions may be taken. Term is defined as any grading period, whether Traditional 15 week, Accelerated 8-week, or Summer 6-Week.

### Probation, Suspension and Dismissal

The following academic policies apply to undergraduate students. Graduate students may refer to the appropriate graduate degree program section of the Catalog. Academic actions are based on attempted or earned credits (whichever is greater) and on the cumulative grade point average (CGPA).

- Freshmen and transfer students will not be suspended after their first term.
- Students who are on suspension or who have been dismissed are not considered to be in good academic standing.
- Students who are on probation or continued probation may take no more than 15 credits during fall or spring traditional term and no more than three credits during an accelerated term.
- Classes taken at another school during the term(s) of suspension will not be evaluated for transfer credit at JU. Classes taken at another school, after the suspension has expired, will be evaluated for transfer credit when the student is readmitted.
- A student who is on continued probation for two consecutive terms will be suspended for one traditional term or two accelerated terms.
- If a student is suspended a second time, the suspension will be for two traditional terms or four accelerated terms.
- A student suspended a third time will be dismissed.
- A student being readmitted after suspension must:
  - Meet with an advisor from the Academic Advising Center, if they are a Traditional Undergraduate.

°Meet with their advisor if in Accelerated Degree program or Cohort RN-BSN.

°Contact their Advisor if in the On-Line Program.

•A student may file a written appeal of their suspension with the Registrar's Office, within the guidelines outlined in the Suspension Letter. The appeal will be reviewed by a Committee composed of the Academic Dean of their College/School, Director of the Academic Advising Center, and the Registrar or their representatives.

### Grade Point Range

#### **0-28 Credits (freshmen)**

CGPA of at least 1.5, but less than 2.0

CGPA less than 1.5

#### **29-57 Credits (sophomores)**

CGPA of at least 1.8, but less than 2.0

CGPA less than 1.8

#### **58-89 Credits (juniors)**

CGPA of at least 1.9, but less than 2.0

CGPA less than 1.9

#### **90 or more Credits (seniors)**

CGPA of less than 2.0

### Academic Action

Probation or Continued Probation  
Suspension, one semester

Probation or Continued Probation  
Suspension, one semester

Probation or Continued Probation  
Suspension, one semester

Suspension, one semester

### Course Withdrawal

After the drop/add period a student may withdraw from a course during a specified withdrawal period. The withdrawal period normally extends until the end of the tenth week of the traditional fall and spring semesters or the fourth week of a summer or accelerated term. Students should consult the academic calendar for exact dates. Withdrawal requests from a course or courses normally will not be considered if received after the last day to withdraw. Exceptions will be granted only upon approval by the appropriate college dean subject to a student appeal based upon an unforeseen and unavoidable emergency that precludes completion of the course or courses.

Students who have been assigned a course grade of "F" due to academic misconduct may not withdraw or be withdrawn from that course at any time.

Withdrawal requests received subsequent to the dates established in the academic calendar as the "Last day to change schedules," and prior to the "Last day to withdraw" will receive grades of "W." Grades of "W" will be reflected on the student's transcript, but are not computed into the student's GPA. Students who fail to attend a course or courses without filing a withdrawal request will receive a grade of "F" in each course.

To withdraw from a course or courses, a student must complete the Registration/Schedule Change form and submit it to the Registrar's Office or go to Web Advisor and withdraw from the class on-line. Traditional Freshmen are required to have their advisor or instructor sign the withdrawal form. Student-athletes are required to obtain the signatures on the Student-Athlete Withdrawal form.

In the case of course withdrawal, the student must ensure that his or her eligibility for financial aid, scholarships, participation in sports or other student activities, work, or any other condition that requires full-time student status at JU is maintained.

### University Withdrawal

A student who wishes to leave the University before the end of the current semester must complete the Complete Withdrawal Form with all appropriate signatures. Withdrawal from the University may require cancellation, refund or repayment of all or part of a student's financial aid package. Such a student also may be entitled to a refund of a portion of tuition and fees.

Failure to officially withdraw from the University will result in a failing grade in each course in which the student is enrolled, thereby jeopardizing chances for readmission or transfer to another institution.

If a student wishes to withdraw from the University before the beginning of classes for any semester or term, he or she must complete the withdrawal form with all appropriate signatures.

**In all cases, withdrawal is not effective until the date the completed Registration/Schedule Change Form; Complete Withdrawal Form or withdrawal letter is received by the Registrar's Office.**

### Medical Withdrawal Policy

The University recognizes that severe, unforeseen personal medical situations may arise, which prohibit a student from continuing and completing his/her coursework within a given semester. Should such circumstances occur within the published withdrawal period of a semester, the student should withdraw through the University Registrar's Office. However, for situations occurring after the published withdrawal period, students may appeal to the Senior Vice President for Student Affairs /Dean of Students or his/her designee for a medical withdrawal from the University. Students may be eligible to apply for a medical withdrawal for specific courses, if the request is submitted prior to the end of the term/posting of grades. In order to be eligible for a partial or full medical withdrawal, the student must submit sufficient medical documentation to support the withdrawal. Requests received after the completion of the term/posting of grades are complete withdrawals from the University, for all courses in which a student is registered. Such appeals should be promptly directed in writing to the Senior Vice President for Student Affairs /Dean of Students, and must be accompanied by specific supporting medical documentation, from a licensed health care provider directly caring for the student, and must specify how the medical condition directly impacted coursework or the ability to attend class. These appeals should be made within the semester for which the medical withdrawal is being requested, and no later than the withdrawal date of the following academic semester, with summer terms included. The Senior Vice President for Student Affairs /Dean of Students and other relevant University officials and faculty members will evaluate the validity of such appeals, based upon this policy, and respond within a reasonable time period. If the request is submitted after grades have been submitted, the relevant professors will also be consulted in considering the granting of a medical withdrawal. If the request is submitted after grades have been submitted, the professors must also approve the medical withdrawal. A medical withdrawal, when granted, impacts a student's academic registration only, and any appeals of tuition and fees paid must be directed separately to the Office of Student Financial Assistance. Questions about this general policy should be directed to the Student Life Office (Davis Student Commons, third floor, 256-7067).



## Transient Study at Another Institution

Degree candidates at JU who wish to take courses at another institution and receive credit for such courses at JU should obtain, in advance, written authorization on the Application to Study at Another Institution Form, available from the E-Form Link on the MyJU Page. The Transfer of Credits policies found on pages 28-29 apply to the Application to Study at Another Institution Form. Students on suspension will not be awarded transfer credits for courses completed at another institution during the period of suspension.

## U.S. Department of Veterans Affairs Information

### **Department of Veterans Affairs Application, Eligibility and Certification of Enrollment**

Jacksonville University is approved for the education and training of eligible service members and veterans of the U.S. Armed forces, and eligible spouses and dependents, under current public laws. Students should contact the Regional Office well in advance of the date of the intended enrollment.

- Department of Veterans Affairs  
VA Regional Office  
P.O. Box 8888  
Muskogee, OK 74402-8888  
Telephone 1.888.442.4551

Forms are available at the Department of Veterans Affairs website [www.gibill.va.gov](http://www.gibill.va.gov). Forms are also available at the JU Veterans Office, first floor of the Howard Administration. Post 9/11 GI Bill Active Duty and Veterans should file the Application for VA Education Benefits form (22-1990). Transfer of Entitlement recipients of the Post 9/11 GI Bill should file the Application for Family Member to use Transferred Benefits, VA form 22-1900e. Dependents should file the Application for Survivors and Dependents Educational Assistance, VA form 22-5490. Veterans should file the Disabled Veteran's Application for Vocational Rehabilitation, form 28-1900, to apply for vocational rehabilitation benefits. Students who have used their VA education benefits at another institution, must file the Request for Change of Program or Place of Training, VA form 22-1995, in order to receive benefits at JU. The Department of Veterans Affairs determines the eligibility, amount and duration of benefits. Enrollment certifications are done by JU School Certifying Officials according to the University rules and regulations. Certifications are continuous with enrollment.

### **University Standards of Progress for Department of Veterans Affairs Students**

In order to remain eligible for benefits, students must maintain the same Academic Standards of Progress required of all JU students.

### **Re-entrance Policy for Department of Veterans Affairs Students**

Any student who did not meet the JU Academic Standards of Progress, has to be readmitted after the academic suspension, and may petition JU to be re-certified for VA education benefits.

### **JU Education Abroad and Education Away Programs for Department of Veterans Affairs Students**

In order for the Department of Veterans Affairs to pay additional fees specific to the Education Abroad program, the Education Abroad option must be required for graduation. The Department of Veterans Affairs will not pay costs related to travel, airfare, lodging and meals, or any third-party charges.

## Academic Support Services

### Academic Advising

Academic advising is an important part of the overall education process at JU. Students are encouraged to establish personal contacts with their faculty advisors throughout their college careers. Academic advisors promote interaction with students, assist with course scheduling and collaborate with the Career Resource Center to help students with career planning, monitor academic progress, provide accurate information about educational requirements and procedures and refer students to other campus services when necessary.

All undergraduate students are required to meet with their faculty advisors at least twice per semester to discuss their academic progress and to plan a class schedule for the next term. Advisors in the Academic Advising Center work with incoming freshman and transfer students over the summer to create their first semester schedule at JU.

Students who have chosen a major are assigned a faculty advisor within their major area of study for their first semester at JU. Students who are undecided about a major are assigned a professional advisor in the Academic Advising Center, Founders Building, Suite 10, until they do declare a major.

Services offered by the Academic Advising Center include advising programs for students experiencing academic difficulty, the Academic Intervention System of identifying specific issues that impede a student's success in a particular class, mid-term progress reports and long-term academic planning.

For more information, contact the Academic Advising Center:

Founders Building, Suite 10,

<http://www.ju.edu/academicadvising/Pages/default.aspx>

Phone: 904-256-7170

Email: [advising@ju.edu](mailto:advising@ju.edu)

### Academic Services for Athletes

Jacksonville University has made a significant commitment to assist student athletes in their academic pursuits. The student-athlete services staff is located in Botts Hall and has been put in place in order to assist student-athletes in achieving their academic and career development goals, in collaboration with the Academic Advising Center and Career Resource Center, respectively, while at Jacksonville University. Students are to use the support service staff as a resource to help maximize their academic and athletic experience. The student-athlete services staff coordinates the study hall and tutoring program, provides academic support and intervention, and obtains mid-semester progress reports for all student athletes. The office is in close contact with coaches and provides faculty with detailed information on athletic-related travel.

### Academic Support Center (ASC) - Your Tutoring Solution

**Swisher Library – 3rd Floor**

Phone: 904-256-7806

Email: [tutoring@ju.edu](mailto:tutoring@ju.edu)

Website: <http://www.ju.edu/tutoring/>

## Need Academic Help? Just ASC

The Academic Support Center (ASC), located on the top floor of the Swisher Library, provides FREE academic support services to all JU undergraduate students.

Our services include:

- Individualized peer tutoring for most JU Core courses and a variety of upper-level technical courses.
- Assistance with note taking, time management, study strategies, test taking, reading comprehension, critical thinking, and more.
- Study space for individuals and small groups.
- Academic Misconduct Educational Counseling.
- Skills workshops by request – Just ASC!

The ASC peer tutors have attained at least sophomore status, have a cumulative GPA of 3.2 or above, and have stellar recommendations from JU faculty. Each semester the peer tutors receive training on a variety of tutoring topics that align with standards set by the College Reading and Learning Association's International Tutor Training Program Certification.

Walk-ins are welcome, but making an appointment in advance will ensure that a tutor is ready to work with you when you arrive. Appointments can be made through our scheduling software, AccuCampus. The AccuCampus scheduling app can be downloaded from iTunes or the App store; AccuCampus appointment scheduling is also available on the MY JU dashboard Application section.

Please call the ASC Office at 904-256-7123 with any questions. Referrals are always welcome — tell your friends!

### Academic Support Center Tutoring Hours

FALL & SPRING: Mon – Thu: 10am – 7pm  
Fridays: 10am – 12pm by Appointment; 12pm – 4pm Walk-ins Only

SUMMER: Limited Availability; check with us in May for our detailed schedule

## Career Resource Center

The Career Resource Center (CRC) provides assistance to JU students seeking help with career-related decisions, employment, and internships.

### Career Resource Services

Individual career services, Career Tracks and programs are provided to encourage students to explore their interests and values early in an effort to identify possibilities to develop skills in and knowledge in their chosen career path. Specific programs and services include:

- Career Express Hours for Resume Writing and Career Advising
- Confidential, individual career consulting
- Mock-interviewing
- Internship Advising and Workshops
- Graduate School Advising

## Employer Recruitment Services

The CRC also provides assistance to regional and national employers seeking to recruit JU students for employment and internship opportunities. The CRC creates opportunities for students to engage with employers and manages the portal for employers to connect with JU students and alumni. Specific offerings include:

- Handshake (JU online employment database and career management system)
- Annual Spring Career Fair
- Specific College and Major Networking Events
- On-Campus Recruitment program (OCR) – including interviews, information sessions, lunch and learns, and other events.

For more information, contact the CRC:

Davis Student Commons, 3rd Floor,  
[www.ju.edu/careerresourcecenter](http://www.ju.edu/careerresourcecenter)  
Phone: 904-256-7054  
Email: [careers@ju.edu](mailto:careers@ju.edu)

## Carl S. Swisher Library

The Mission of the Library is to provide the best access to current, relevant, and historical information to the JU community. We provide quality information resources in multiple formats and have liaison outreach to support the academic programs. We offer guidance in research and review of sources; and teach critical thinking skills to evaluate the quality of sources and publications. The library is viewed as a place on campus to get work done and provide a physical collaborative gathering space to foster student learning and personal growth.

Check out our dynamic digital collections by conveniently accessing our electronic databases, eBooks, and streaming content by visiting <http://www.ju.edu/library>. Online users have access to high quality academic research at your fingertips at any hour or location. The Carl S. Swisher Library has books that circulate and items on reserve, computer labs, quiet study areas, group study rooms, free DVD check-out, a leisure reading collection and a staff committed to meeting your needs.

For more information, contact the Library:  
<http://www.ju.edu/library> and phone 904.256.7277  
Phone: 904.256.7263  
E-mail: [library@ju.edu](mailto:library@ju.edu)

## Technology Resources

Jacksonville University was one of the first universities in the nation to have a completely networked campus, including all residence facilities. Resident students are provided with their own dedicated network connection. In addition, multiple, on-campus computer labs and computerized classrooms provide an exceptionally high student-to-computer ratio.

Four (4) T1 lines power JU's Internet connection, providing all computers on our network, including students' computers, with direct, full-time access to the Internet for research, education and entertainment. Having these high-speed Internet connections provides access at speeds up to 60 times

faster than traditional dial-up and eliminates paying monthly connection charges to an Internet service provider.

Each student is provided with an e-mail account through which he or she can communicate with professors, other JU students, and worldwide with family and friends. Students also are encouraged to use JU's web technologies to share their ideas online with classmates and faculty. Students also are provided a "Net-ID" to access JU's Citrix servers which house all applications required for academic courses.

Online access to courses is provided through JU's website: [courses.ju.edu](http://courses.ju.edu). Faculty post course notes and assignments, hold on-line discussions, and even administer online quizzes through the server. Jacksonville University also has online, web-based course registration, grade reporting, and student advising with the Website: **[my.ju.edu](http://my.ju.edu)**.

A large open computer lab in the library (in the center of campus) provides workstations for students for both productivity and online research. Along with labs in the residence facilities and specialized technology classrooms, the library lab provides students with access to a wide array of technology including Internet, e-mail, scanners, and laser and color printers.

### **Accessibility for the Mobility Impaired**

Jacksonville University recognizes its obligation to have classrooms accessible to persons with mobility impairments. Generally, if a classroom is inaccessible, another classroom on the first floor of the same building will be used to make a class accessible to a mobility impaired student. Staff members who have offices located on the top floors of an inaccessible building will meet with students on the first floor of the building they are located in, if the need arises.

The Disability Support Services Office will coordinate the relocation of classes and is also the point of contact for students and staff who are mobility impaired.

## Campus and Student Life

Jacksonville University places a priority on a campus environment that is comfortable, safe and conducive to living and learning. JU actively promotes a well-rounded program of co-curricular activities and experiences to supplement and complement its academic programs. A majority of these activities are initiated, organized and administered by students. Students are encouraged not only to attend, but to take part in co-curricular programs and activities, including clubs and organizations, student media, recreation and athletic competition, and cultural and entertainment offerings.

### Residential Facilities

JU operates fully air-conditioned, smoke-free residence halls and apartments. The residence halls and apartments accommodate approximately 1,500 students and are supervised by a professional staff of residential life coordinators who live on the premises and who are augmented by student staff members.

### Campus and Facilities

Students who desire or are required to live on campus may complete the housing application on-line [myroom.ju.edu](http://myroom.ju.edu). **Room assignments are made in July.**

New students are assigned residence hall rooms in the New Student Living and Learning Community unless accommodations are required as a result of a documented disability. Although JU cannot guarantee students' preferences will be met, every effort is made to accommodate requests.

### Residency Policy

Jacksonville University and the Residential Life Office are committed to the holistic development of students. Jacksonville University has established a three-year residency policy, requiring first-time college students to live on campus during their first three years. Living on campus provides students with the opportunity to share experiences with peers and take full advantage of the learning that takes place outside the traditional classroom. The Residential Life Office is responsible for monitoring compliance with this policy as well as the enforcement of this policy.

As a residential campus, we require that first-time college students live on campus during their first three years, and share in the development of our living and learning communities. Students are exempt from this requirement if they:

1. Are at least 22 years old.
2. Are legally married.
3. Are currently serving on active duty in the military.
4. Live with an immediate family member in Duval county. The Residential Life Office defines "immediate family member" as a parent, legal guardian or sibling.
5. Are a transfer student who is at least two years removed from high school.

If you meet any of the criteria listed above, please complete the Residency Exemption Request form located on the Residential Life website. This form can be emailed ([housing@ju.edu](mailto:housing@ju.edu)), faxed (904.256.7582) or returned in person to the Residential Life Office in Cascone Hall 112. A new residency exemption form must be filled out and returned to the Residential Life office for each academic year in

order for our office records to stay current. The form must be accompanied by appropriate documentation, as prescribed by the Office of Residential Life.

Resident students should maintain a minimum load of 12 credit hours during the fall or spring semesters and be enrolled in the upcoming fall semester to reside on campus during either of the summer terms.

The Residency Policy is reviewed each year and is subject to change on an annual basis.

### Student Addresses

All students, whether living on campus or off campus, must ensure their correct local and permanent addresses are on file in the Registrar's Office. Changes of address may be updated in WebAdvisor or at the Registrar's Office.

### Campus Security

Jacksonville University maintains a full-time Campus Security Department that provides services 24 hours a day, seven days a week. All Campus Security officers undergo background investigations prior to employment. The mission of the Campus Security Department is crime prevention. This mission is accomplished by patrolling University buildings and grounds, conducting safety and security education programs, providing safety escort services, and enforcing other University rules and regulations under its jurisdiction. The department also supervises campus traffic and parking and a network of "blue light" emergency telephones placed throughout the campus. Campus Security also maintains liaisons with local, state and federal law enforcement agencies.

### Special Student Services

#### **Career Resource Center**

The Career Resource Center helps JU students make informed career choices and design effective transitions from undergraduate study to careers and graduate education. Career Tracks, services and programs are provided to encourage students to begin the career planning process early by exploring prospective majors and careers and developing career decision-making skills. Students can visit the center to gather information on internships, job search strategies and graduate school opportunities. Through facilitations on business etiquette, resumes, market research, interviewing and negotiation, students are taught the skills needed to conduct a self-directed job search.

#### **Student Counseling Center**

Enrolled students may schedule appointments with professional counselors at the Student Counseling Center. Assistance is available for problems related to stress, anxiety, depression, eating disorders, relationship issues, alcohol and drugs, and family concerns. Confidentiality is protected under Florida law. Students requiring long-term counseling may request referral services from the counselors.

#### **Disabled Student Services**

The Disability Support Services Office coordinates disabled student services. Available resources include, but are not limited to, assistance with special accommodations, academic adjustments, study or tutorial assistance, lifestyle management, service coordination with other University departments, community agency referrals, and referral for testing and for reevaluation.

### **International Student Services**

To assist international students in maintaining status with the U.S. Citizenship and Immigration Service and transitioning smoothly to life in the United States and at JU, the University has designated an international student advisor in the Student Life Office. The advisor guides international students through required U.S. Federal and University processes and procedures from first semester of enrollment to graduation. Specific information is published in the International Student Handbook, including immigration regulations, Internal Revenue Service requirements, health and health insurance requirements, and general information about U.S. customs and courtesies. International students also enjoy social contact through the International Student Association.

### **Student Government Association (SGA)**

The Jacksonville University Student Government Association (SGA), through the elected student representation, sponsors and funds co-curricular organizations, events and activities from student life fees. Elections for student representatives are held in the spring, with the exception of the freshman representatives which are held in the fall. Students who are academically eligible may run for and be elected to offices. Each full time student has an equal vote in the Student Government Association.

All students are entitled to admission to University-sponsored campus events and free copies of some student publications. Students also are eligible to participate in student organizations and activities, provided they meet academic qualifications required by the University and eligibility requirements specified by an organization's charter, constitution and/or bylaws.

### **Student Inclusion**

The office of Student Inclusion serves as an integral part in the ongoing development of educational opportunities for all students within the Jacksonville University community on matters related to race, cultural diversity, equity and inclusion.

### **Student Solutions Center**

The Student Solutions Center functions as a resource center, by helping students navigate the University's resources. The Solutions Center provides support for students by connecting them with the appropriate offices and resource persons on campus for their respective concerns. The Center engages in significant outreach to students who are struggling academically, socially, and financially. The Center works closely with the Academic Advising Center to reach out to students who are on academic probation or received poor mid-term grade reports. The Center also provides general guidance to students who need assistance managing their finances by serving as a liaison to the Office of Student Financial Assistance and Bursar's Office.

### **Veterans and Military Resource Center**

Throughout its history, Jacksonville University has been a strong supporter of our nation's military by serving veterans, active duty military, and military families. The University's Military Community has over 600 members and our four designations as a "Military Friendly School" are emblematic of the University's commitment to the military. To ensure our military students are fully supported, we created the Veterans and Military Resource Center (VMRC). The VMRC consolidates University resources to ensure our military students are provided the highest level of support and includes the Veterans Office, Admissions, Advising, Registrar, Controller, Financial Aid, Career Services, Counseling Center, Tutoring Center, Writing Center, and Student Solutions Center.



## Cultural and Entertainment Activities

### **Dolphin Productions**

JU students have opportunities to plan, promote and attend activities through Dolphin Productions, the student events programming board. Dolphin Productions offers a variety of concerts, comedians, lectures, films, and other special events, including the annual Homecoming.

### **Performing Arts Series**

The JU Performing Arts Series brings a diverse array of art, dance, music and theater events to campus each year. Featuring students, faculty and world-class guest artists, the PAS contributes to the cultural life the community and the region. All events are free to JU students, faculty and staff with university ID.

### **Musical Organizations**

The Division of Music sponsors a comprehensive program of student ensembles including University Orchestra, Wind Ensemble, Jazz Orchestra, Marching Band, Jazz Combos, Percussion Ensemble, University Chorale, Men's and Women's Choirs, University Singers, Service Learning Ensemble, Opera/Music Theater Workshop as well chamber ensembles in strings, winds, brass, percussion, guitar and voice. The Division mounts full-scale and professionally-directed music theater, opera or crossover productions annually. Participation in most ensembles is open to all students by audition and carries academic credit. Contact the Division of Music for more information.

### **Dance Organizations**

The JU Dance Theatre is the performance group for ballet, modern, and jazz dance. Interested students are requested to audition for participation through the Department of Dance.

### **Drama and Theatre Organizations**

All JU students are invited to participate in College of Fine Arts theatre activities. Open auditions are conducted several times each year for productions of full-length and one-act plays in Swisher Auditorium. Students are also invited to volunteer for backstage participation.

### **Community Cultural Events**

Leading concert artists, professional Broadway plays, musicals, rock concerts, and ballets come to the Jacksonville Veterans Auditorium and Florida Times-Union Center for the Performing Arts each year. Various other events feature lectures and presentations in politics, public affairs, sciences, and the arts. Reading and discussion series, forums, and art exhibits are also scheduled.

### **Visual Arts Organizations**

The Creative Arts Society (CAS) is a student club that hosts art sales and events throughout the academic year. CAS engages student artists both on and off campus. Activities ranging from museum tours and service projects to exhibiting work during Art Walk engage members in the Jacksonville arts community. CAS celebrates the arts with a blend of professional opportunities and fun artful activities.

The JU Camera Click has been in existence since 1999. It is a group of photography students, overseen by the photography professor Ginger Sheridan, who are willing to perform public service photography and organize exhibitions of members' work both free of charge to the larger Jacksonville community. Recent shoots include the JU Faculty Recognition Dinner, The Sea of Blue Firefighters March downtown and Timucuan Parks system. Exhibitions have recently been installed in the Howard Building on JU campus, the Broward House and Players by the Sea. The Camera Click also actively maintains a Facebook

page where photographic information, exhibition opportunities and possible jobs are posted by current students and alums.

## Clubs, Greek and Religious Organizations

### Fraternity/Sorority Life

JU hosts international sororities and fraternities.

The Panhellenic Council is composed of:

- Alpha Delta Pi
- Alpha Epsilon Phi
- Delta Delta Delta
- Gamma Phi Beta

The Interfraternity Council includes:

- Pi Kappa Alpha
- Sigma Chi
- Sigma Nu

The National Pan-Hellenic Council consists of three fraternities and one sorority:

- Fraternities - Alpha Phi Alpha, Kappa Alpha Psi and Omega Psi Phi
- Sororities - Alpha Kappa Alpha

### Religious Life

Religious and spiritual activities on campus are organized and directed by Interfaith Council. Current members of the Interfaith Council are:

- Baptist Collegiate Ministries
- Every Nation Campus Ministry
- Campus Outreach Ministries
- Campus to City Wesley
- Campus Connection 838
- Jacksonville Campus Ministry
- Truth Assembly Fellowship
- Catholic Dolphins

These groups provide religious and spiritual ministry on campus and seek to extend themselves as places for students to learn, serve, and grow in personal faith while attending Jacksonville University.

## Academic and Professional Organizations

Academic disciplines on campus have organized clubs to foster discussion and friendship among the students who have an interest in similar subject matter. These organizations include:

- Accounting Club
- Alpha Eta Rho (Aviation Professional Fraternity)
- Alpha Psi Omega (National Theatre Fraternity)
- Alpha Sigma (Aviation Honor Society)
- Beta Beta Beta (National Biology Honor Society)
- Chemistry Society
- Computer Science Society
- Future Educators
- Honor Students Association
- JUMPS (Medical Professions Society)
- Kappa Delta Pi (International Honor Society in Education)
- Kappa Kappa Psi (National Band Honorary)
- Kinesiology Student Society
- Mathematics Society
- National Student Speech Language Hearing Association
- National Society for Professional Engineers
- National Society for Leadership and Success
- Omicron Delta Kappa (Leadership Honorary Society)

- Phi Sigma Tau (Philosophy International Honor Society)
- Phi Alpha Theta (National History Society)
- Philosophy Club
- Political Science Society
- Pre-Law Society
- Psi Chi (Psychology Honor Society)
- Public Relations Organization
- Psychology Club
- Rho Rho Rho (Marine Science Honor Society)
- Sigma Theta Tau (Nursing Honor Society)
- Sociology Club
- Society of Physics Students

## Honorary Organizations

### **Kappa Delta Pi**

Kappa Delta Pi is the International Honor Society in Education. Qualifications for membership in this international organization include a minimum 3.0 GPA and recommendations from faculty. Members are selected not only on their academic achievements but also their leadership qualities and character.

### **Phi Kappa Phi**

Established in 1975, the JU chapter of Phi Kappa Phi seeks to recognize scholastic excellence by electing student members from all recognized branches of academic endeavor.

### **Omicron Delta Kappa**

Qualifications for membership in this national leadership honor society are exemplary character, scholarship and integrity, service and leadership in campus life, and good citizenship within the academic community.

### **Order of Omega**

The Order of Omega is a leadership honorary society that recognizes fraternity and sorority members who have attained a high standard of scholarship and leadership in Greek activities.

### **Green Key Honorary Leadership Society**

Each year Green Key elects outstanding students to membership from the junior and senior classes in recognition of distinguished service to student life and participation in activities.

### **Who's Who Among Students in American Universities and Colleges**

The University submits annually the names of outstanding students from the junior and senior classes. This national publication recognizes students of exceptional merit in scholarship, leadership, co-curricular activities, and promise of future accomplishment. Any member of the student body or the faculty may submit the name of a junior or senior to the Student Life Office for consideration.

## Service Organizations

### **Circle K**

Student chapters of Kiwanis International constitute the largest international campus organization, providing services to both campuses and communities. The local chapter participates in campus blood drives, fund-raising for Muscular Dystrophy, and service projects in support of the Boys Home and area nursing homes.

### **JU Ambassadors**

JU Ambassadors work directly with the Admissions Office in various capacities throughout the academic year. They interact with prospective students during campus visits, campus tours, orientation and participation in telephone campaigns.

## Special Interest Organizations

The University sponsors over 100 organizations and sports clubs involved in special interests including:

- Alpha Psi Omega – Theatre Honor Society
- Black Student Union
- Chemistry Society
- Cheerleading
- College Democrats
- College Republicans
- Computer Science Club
- Dance Team
- Dolphin Divers
- Equestrian Club
- Environmental Conservation Organization
- Entrepreneurship Club
- Flight Team
- Gender Sexuality Alliance
- Future Broadcasters of Jax
- The Inklings (Literature and Arts Society)
- International Student Association (ISA)
- JU Marching Band Operations
- Medical Professional Society
- National Society of Professional Engineers
- Outing Club
- Paintball Club
- Rotaract
- Red Cross Club
- Sailing Club
- Student Government Association (SGA)
- Student Nurses Association (SNA)
- Student Veterans of America
- Surfing Club
- Women in Aviation

## Student Media

The Navigator is the University's student newspaper. The Aquarian, the student literary magazine, is published annually in the spring semester. Dolphin Radio is the campus radio station, and The Dolphin Channel (TDC) is the campus television production organization. The President of Jacksonville University is the publisher/producer of all recognized student media.

## Intercollegiate Athletics and Sport Clubs

Jacksonville University is a member of the National Collegiate Athletic Association (NCAA) Division I (Football Championship Subdivision) and the Atlantic Sun Conference. The football program competes in the Pioneer Football League and the rowing program competes in the Metro Atlantic Athletic Conference. The athletic department currently sponsors 20 intercollegiate sports. The University provides athletic grants to qualified student-athletes in all sports except football and men's cross country and adheres to NCAA academic progress requirements for students involved in intercollegiate athletics. Students should contact the Athletics Department for a detailed explanation of these NCAA requirements. For more information on JU athletics, log onto the official Website: [www.judolphins.com](http://www.judolphins.com). JU currently participates in the following sports:

### Men's Sports

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Lacrosse
- Rowing
- Soccer

### Women's Sports

- Basketball
- Cross Country
- Golf
- Lacrosse
- Rowing
- Soccer
- Softball
- Indoor Track & Field

- Outdoor Track & Field
- Volleyball
- Sand Volleyball

### Varsity Club Sports

- Sailing
- Clay, Skeet & Trap Shooting

### Co-Ed Sports

- Spirit Squad (Cheerleading and Dance Team)

## **Recreation and Intramural Sports**

JU offers a variety of resources for recreation and intramural sports. Various activities are coordinated through the Office of Recreation and Operations. The intramural sports program, a student-run activity, emphasizes participation in organized sports on both the competitive and noncompetitive levels. Team, dual and individual events are offered.

The Davis Student Commons operates and maintains the JU Fitness Center and Pool. The fitness center provides opportunities to pursue physical health with strength, cardiovascular and aerobic exercise. The pool, located next to the River House, provides lap swimming and recreational water activities for the JU community.

## **Parking and Traffic Regulations**

Operating and parking a motor vehicle on the JU campus is a privilege extended by the University and comes under the jurisdiction of the Senior Vice President for Student Affairs. Reckless or unsafe driving, speeding or illegal parking will result in disciplinary action and/or fines. All students and employees of the University holding a valid operator's permit issued by the Division of Licensing in their state, are permitted to operate and park properly registered motor vehicles on campus.

University students and employees must register their vehicles annually with Campus Security, normally at the beginning of the fall term. At the time of vehicle registration, a parking decal will be issued. Vehicle owners/drivers who register vehicles will receive a copy of the parking and traffic rules and regulations at the time of vehicle registration.

Noncompliance with the rules and regulations concerning safe operation of vehicles on campus and parking will result in penalties. These penalties range from citations (fines) to having your vehicle booted, towed from campus, and/or loss of parking privileges. Failure to pay parking fines within 30 days may result in additional fines and possible booting and/or towing. Final grades, transcripts, and diplomas will be withheld from students until fines and any late fees have been paid. University employees are subject to all parking rules and regulations and any associated citations (fines) for violations, as well as any applicable administrative action.

## **Career Outcomes Survey**

As one of the requirements for graduation, all Jacksonville University students must complete an important survey regarding their immediate professional plans after graduation. The survey's main function is to capture employment and continued education information from graduating students. This information enables the University to publish employment and graduate school statistics, which are vital to state funding, publication rankings, and admissions recruiting. The survey - commonly referred to as the "First Destination Survey, The Outcomes Survey, or the Graduate Survey" - will be administered during the students' final semester at JU and is required to be completed before Commencement. For further information or other questions regarding this survey, please contact the Career Resource Center.

## University Curriculum

This section of the Academic Catalog describes the University's general requirements for all bachelor degrees as well as information on majors and minors.

### General Requirements for All Bachelor Degrees

- A minimum of 120 credit hours earned with a minimum of 30 credit hours completed at JU.
- A minimum of a "C" (2.0) average for all work taken at JU.
- A student must satisfy all requirements of the University Core Curriculum in addition to all major and degree requirements.
- A student is responsible for meeting the specific graduation requirements of the selected major and degree. A student who pursues more than one major must meet all degree requirements for each major.
- A student must have at least a "C" (2.0) average in the major.
- At least 12 credit hours in the major in courses numbered 300 or above must be completed at JU.
- In order for a minor to be awarded, at least 6 credit hours of the minor must be completed at JU.
- A minimum of forty-two credit hours must be in courses numbered 300 or above.
- Students electing to pursue the requirements for a minor must attain at least a "C" (2.0) average in all the courses required of the minor.
- The final 30 credit hours toward a bachelor's degree must be completed at JU. If a student participates in an approved JU Education Abroad Program, 15 of the last 30 credit hours may be completed in the Education Abroad Program.
- Students must take sufficient elective courses; i.e., courses outside of the core curriculum and major field requirements, to bring total credit hours earned to the minimum required for the degree.
- The University is committed to ensuring that all of its graduates have effective communication skills. The following requirements in writing, speech and reading are designed to further that goal:
  - Freshmen English (ENGL 103) requires a minimum grade of "C-" (1.67).
  - Writing courses at JU are intended as practical introductions to the writing required by each respective discipline and are offered at the 200 level and above. Each major requires one upper-level course that is Writing Intensive. If the major program is unable to offer such a course, a WI course in a cognate discipline or ENGL 214WI will suffice, with approval of the college dean. A WI course must require at least 6,000 words of written prose, exclusive of tests, and it is recommended that the course:
    - Emphasizes the inherent writing processes associated with the discipline.
    - Familiarizes students with the discipline's research methods and genres.
    - Provides students with feedback on their writing.
    - Encourages struggling writers to seek assistance in the Writing Center.
    - Enrolls fewer students than a comparable non-WI course (ideally capped at 18)
  - All students must complete one three-credit hour course in speech or a speech-intensive course designated by the major. Speech-intensive courses are designated "SI" in the Catalog.
  - Based on placement results, Elements of Composition (ENGL 101), along with Reading Strategies for College Students (EDU 101), may be required of incoming students.

•Bilingual and non-native English speaking students may receive a waiver to exempt them from requirements to study a foreign language. For example, BA degrees require language study through the 202 level, and the International Business major requires language study through the 102 level. Students are eligible for a waiver from language requirements such as these under the following conditions:

- Non-native English speaking students will have the foreign language requirement waived if they submitted TOEFL test scores as part of their entrance requirement to the University.
- Bilingual students will be assessed in their second language to determine their proficiency level. The University may determine that the student is sufficiently proficient in his/her second language competency to preclude an assessment test and, therefore, waive the foreign language requirement on a case-by-case basis.
- Students receiving a waiver from the foreign language requirement must still satisfy the Global Studies requirement in the Core Curriculum by taking one International Studies (IS) course or studying a new language up to the 102 level.

•Pass/Fail requirements for classes in the Core or Major are found in the Academic Information Section of the catalog under Pass/Fail Option.

•A student is responsible for meeting the requirements of the Catalog under which the student enters. A student may elect to change to the requirements of subsequent Catalog editions. However, the student must then meet all the requirements of the subsequent Catalog edition that is chosen. A student automatically comes under a new Catalog when re-enrolling after an absence of one year or more.

•The policy concerning the awarding of more than one bachelor's degree includes:

- To be awarded an additional degree, the student must satisfy the requirements of a major different than the major(s) earned with the initial degree.
- The student must complete all core curriculum requirements for the additional degree and major(s), including at least 12 credit hours in the major(s) in courses numbered 300 or above.
- Jacksonville University will not award more than one of the same bachelor's degrees, i.e., Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, Bachelor of Science in Nursing, Bachelor of Business Administration, etc. It is, however, possible to earn more than one bachelor's degree provided that the degrees are different and all core curriculum and major requirements are satisfied.

•The policy concerning the awarding of majors includes:

- A student may earn more than one major with a bachelor's degree provided the major is offered with the degree and all core curriculum and major requirements for the degree and each major are satisfied.
- Subsequent to having earned a bachelor's degree at JU, a student may complete additional course work to satisfy the requirements of an additional major. The awarding of additional majors will be indicated on the student's transcript as a comment at the end of the transcript provided all core curriculum and major requirements for the degree and major are satisfied. This policy does not extend to the awarding of additional minors.

•Jacksonville University requires all traditional undergraduate students to complete the three credit hour experiential learning requirement. The University is committed to preparing each student for post-graduate success through promoting development of skills in critical thinking, communication, diversity and teamwork. To that end, all traditional undergraduate students

must complete, with a grade of "C"/2.0 or better, three (3) credit hours of experiential learning, defined as one of the following:

- Undergraduate research, XXX 373/374; Departmental Honors, XXX 397/398/497/498; Research intensive, "RI" designation,
- Internship, XXX 390/490,
- Education Abroad or Away, JU 409 required co-requisite, OR
- Service Learning, JU 408 required co-requisite

## Major and Minor Requirements

To obtain a degree from Jacksonville University, each student must complete the core curriculum requirements for the selected degree and the prescribed courses for a major; i.e., a concentration of courses in a particular discipline. The Catalog lists the number of credits required for each major and the particular courses that must be completed. Students who elect to complete two majors must meet all requirements for both majors, and if the major is offered only in a particular degree program, must meet all requirements for both degrees.

Some major and/or degree programs have additional requirements; e.g., the core requirements in the Davis College of Business and the communication major in the College of Arts and Sciences. Some majors in the College of Fine Arts require primary and secondary minors. The student should consult the Catalog section devoted to the major or degree being pursued.

Most disciplines also offer a minor that requires fewer courses in the designated discipline than the major. Students may elect to have one or more minors. The minor is added to the final transcript when the student has completed all requirements for a degree. In order for a minor to be awarded, at least 6 credit hours of the minor must be completed at JU.

### Declaration of Majors and Minors

- Undergraduate degree candidate students should declare their majors at the time of acceptance to the University. Students who are undecided about their majors may declare "Undecided" instead of a major, but must declare a major when junior status has been reached; i.e., when 58 credit hours have been earned.
- Music, theatre arts, and dance students must audition for faculty approval before being admitted to a major in that area. Similarly, art students must submit a portfolio.
- The major of undergraduate transient students will be "non-degree."
- Students may declare more than one major and may change their declared majors. Such additions and changes are made in the Academic Advising Center for traditional undergraduate and in the Registrar's office for Accelerated Degree students.
- Students who choose to declare a minor do so by meeting the requirements listed in the Catalog for the particular minor and asking the Registrar to verify and record this achievement. Minors are not required unless a particular degree program; e.g., a Bachelor of Fine Arts, so specifies. Minors must be selected from the same Catalog that is used for meeting major requirements.

### University (Interdisciplinary) Major

The University major is an interdisciplinary major program. There are two options: an interdisciplinary major or a three-minor option. Students electing either option will be designated as University Majors. Proposed university majors should be consistent with JU's liberal arts philosophy. University majors



should not be used to concentrate work in a narrowly pre-professional way or to avoid certain courses in established major programs.

- For the interdisciplinary major: an undergraduate student, who chooses to concentrate on a subject that crosses departmental lines, rather than specializing in an established departmental major, may work with an advisor to research and design a University major to achieve the student's goals for preparation in a major that Jacksonville University does not offer. Any interdisciplinary major program for which a proper pattern of studies exists at JU will be considered.
- For the three-minor option: an undergraduate student will select three minors from at least two different academic units to create a university major. For each minor, a student must complete at least 9 upper division credit hours of course work, irrespective of the minor requirements, and one major capstone experience (JU 387). Students may not assign minor elective course work to more than one major, and they may not double major in a discipline that comprises one of the three minors for the university major.
- For both options: students must work with a faculty advisor and devise a plan that ensures all course work for the Core Curriculum, specific degree and general degree requirements of the University are met. Additionally, all university major students must have and maintain a 2.5 GPA (based on a minimum of 28 credit hours earned) and have at least 60 hours remaining at Jacksonville University at the time of application for either University major option.

Guidelines and applications for submission of either the Interdisciplinary or Three-minor University Major can be found on the Registrar's portal webpage.

### Service Learning Certificate

The Service-Learning Certificate is intended for students who seek a thorough examination of the connections between service and academic course work. This certificate is open to all undergraduate students in any major.

#### **Certificate Credit Hour Requirements**

Nine (9) credit hours are required.

Students may choose any of the JU-approved service-learning courses in any discipline to satisfy the credit hour requirements. Service-Learning courses can be viewed through a dropdown box on the class schedule. Students must meet any pre-requisite requirements for these Service-Learning courses.

Other requirements:

- Minimum GPA of 2.5 in JU-approved SL classes
- Students who are eligible for the Service-Learning Certificate must apply for it no later than their final semester before graduation.

The official certificate allocated from the Registrar's office is available to students beginning with the 2011-2012 academic year. Students may contact the Office of Service Learning for further information, Gooding Building 109, 904-256-7235.

## Core Curriculum

The Core Curriculum supports the University's mission of ensuring student success by helping provide the breadth of knowledge that is essential for the college-educated person. The core provides the liberal arts foundation for all bachelor's degrees. Courses in the core curriculum examine the disciplines that the University faculty deems important to a liberal arts education. These core courses include:

- economics
- English/writing
- English/literature
- fine arts
- global studies (foreign language or international studies)
- history
- humanities
- laboratory science
- mathematics
- philosophy
- social science
- technology

Courses in the core curriculum also are intended to help students develop their skills in writing, speaking, and critical thinking. Core requirements are extensive enough to provide a solid foundation, but they are also focused enough to allow students considerable flexibility in completing most degree programs. The University faculty encourages students, where possible, to pursue double majors, acquire minors, participate in internships and independent studies, education abroad, and carry out service learning projects.

Core seminar courses are included as an option to satisfy the core requirement in many disciplines. All core seminar courses are numbered 189. The disciplinary prefix determines which core requirement is satisfied. For example, HIST 189 satisfies the history core requirement. Core seminar courses are approved by the faculty in the disciplines in which the survey is offered. Each core seminar must meet the same core goals and core learning objectives as the other courses that satisfy the same core requirement. All seminars share the following course description:

### **Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote interdisciplinary studies. May be repeated for credit when topic is different.

If a seminar is cross-listed, students receive core credit for the discipline in which they register. Credit is not given for both disciplines. For example, if HIST 189 and PHIL 189 are cross-listed, a student can register for either course and receive core credit in that discipline, but cannot register for both courses or receive core credit in both history and philosophy.

## Core Educational Goals

Listed below are learning goals taught and assessed through the JU Core Curriculum. To achieve these goals students will need to master clearly defined learning outcomes associated with each goal.

- Effective Communication: Students will write and speak clearly using appropriate oral and written conventions, formats, and technologies within the various disciplines they study.

- Inquiry and Discovery: Students will be able to solve problems in multiple academic disciplines. They will be conversant with the methods employed in the sciences and they will understand how they have produced new discoveries.
- Research Skills: Students will have a functional understanding of how to access information resources and use them to support their academic inquiry and research.
- Use of Technology: Students will have a functional understanding of information resources and will learn to use personal technology appropriately.
- Aesthetics: Students will engage with various forms of art and in artistic processes.
- Cultural Literacy: Students will have a general understanding of World literature, a basic knowledge of World History, some general understanding of the history of philosophy, religion, the humanities and the social sciences to understand of the origin and influence of the ideas and values that have shaped the world in which they live.
- Responsible Citizenship: Students will learn how to be responsible citizens. They will have the experience of responsible involvement in the community, and they will understand how to act with an informed awareness of contemporary social issues at the local, national and international level. Students will be challenged to develop their leadership abilities by moving beyond academic learning to envisioning and instituting concrete practical solutions to community problems.

## Core Curriculum Requirements

Based on placement results, some students may be required to complete additional course work in English and/or mathematics before enrolling in the core courses in those disciplines. MATH 104 is a pre-requisite for MATH 189.

- Students must earn a minimum grade of “C-” in ENGL 103 and should complete this introductory writing course in their first year of enrollment.
  - Students who have scored a 3 on either the AP Language and Composition or the AP Literature and Composition exams are automatically placed in 103H.
  - Students who have scored a 4 or a 5 on the AP Language and Composition exam are given credit for ENGL 103 and placed in an honors section of an English/literature core requirement course.
  - Students who have scored a 4 or a 5 on the AP Literature and Composition exam earn three (3) hours of English elective credit and are placed in ENGL 103H.
- All students enrolled in ENGL 103 must pass an Exit Exam at the end of the term. Students not meeting minimum requirements on this exit exam are required to enroll in ENGL 214WI prior to reaching 60 hours. It is not necessary to pass the exit exam in order to pass ENGL 103. ENGL 214WI counts as a University elective.
- Students need to complete both ENGL 103 and the literature core requirement before enrolling in any HUM course.
- ENGL 103 is a prerequisite for all English courses numbered above 199.
- Students should complete their computing science and mathematics requirements by the end of their sophomore year.

<b><u>Subject</u></b>	<b><u>Code &amp; Course</u></b>	<b><u>Credits</u></b>
<b>Economics</b>	<b>Choose one (1) course from the following: ECON 189, ECON 201</b>	<b>3</b>
<b>English/Writing</b>	ENGL 103	<b>3</b>

<b>English/Literature</b>	<b>Choose one (1) course from the following:</b> ENGL 189, ENGL 202, ENGL 203, ENGL 204, ENGL 206	<b>3</b>
<b>Fine Arts</b>	<b>Choose three (3) credit hours in Fine Arts coursework:</b> ARH, ART, DANC, FVA, MUS or THEA	<b>3</b>
<b>Global Studies</b>	<b>Choose one (1) three-credit hour course associated with the following degree programs:</b>  <b>Bachelor of Arts degree:</b> •One foreign language course or equivalent at the 202-level or above  <b>Bachelor of Science and other Bachelor degrees:</b> <b>Choose:</b> •One foreign language course or equivalent at the 102-level or above <b>or</b> •One International Studies (IS) course at the 300 level	<b>3</b>
<b>History</b>	<b>Choose one (1) three-credit hour course in History (HIST) at the 100 or 200 level</b>	<b>3</b>
<b>Humanities</b>	<b>Choose one (1) three-credit hour course in Humanities (HUM) at the 300 level</b>	<b>3</b>
<b>Lab Science</b>	<b>Choose one (1) four-credit hour course in a laboratory science at the 100 level</b>	<b>4</b>
<b>Mathematics</b>	<b>Choose one (1) course from the following:</b> MATH 110, MATH 112, MATH 114, MATH 140, MATH 189	<b>3-4</b>
<b>Philosophy</b>	<b>Choose one (1) course from the following:</b> PHIL 101, PHIL 189, PHIL 212	<b>3</b>
<b>Social Science</b>	<b>Choose one (1) course from the following:</b> GEOG 189, GEOG 200, POL 189, POL 205, POL 208, PSYC 189, PSYC 201, SOC 189, SOC 203	<b>3</b>
<b>Technology</b>	<b>Choose one (1) course from the following:</b> CS 150, DSIM 203RI, MUS 150, or a Technology-Intensive (TI) course in the major approved by the department as an equivalent.	<b>3</b>

\* Core seminars that are cross-listed with a lab science course will be 4 credit hours.

**Total Credits = 37-38 credits**

(Total credits for all degrees are affected by English, Mathematics, and Foreign Language placement results)

### **Fine Arts Requirements**

Students must complete a minimum of three (3) semester credit hours in the College of Fine Arts. Credit may be earned by a single course or a combination of courses in the following disciplines:

- Art History (ARH)
- Art (ART)
- Dance (DANC)
- Film (FVA)
- Music (MUS)
- Theatre (THEA)

Course content may in nature be experiential (e.g., applied art, music, etc.) and/or reflective (e.g., history or appreciation of art, music, etc.).

To gain an experience of the rich diversity of the arts, students must attend events sponsored by the College of Fine Arts (e.g., concerts, exhibitions, performances, etc.).

### **Foreign Language Requirements**

Students pursuing the Bachelor of Arts degree must complete one 202-level or above foreign language course or equivalent. Students pursuing the Bachelor of Science and other Bachelor degrees *who elect to take foreign language to satisfy the Global Studies requirement* must complete one 102-level or above foreign language course or equivalent. International or bilingual students who are granted a waiver from the foreign language requirement must still satisfy the Global Studies requirement by taking one International Studies (IS) course or studying a new language through the 102 level.

The Communication, English and Film majors are offered only as BA degree programs. Students in these programs must complete one 202-level or above foreign language course or equivalent, even if they enter with an Associate of Arts (AA) degree from a regionally-accredited community college.

Students who place at the 300 level on a foreign language placement exam will be awarded six (6) hours of credit for FREN or SPAN 201 and 202 upon satisfactory completion, with a grade of “C” or better, of a 300- or 400-level course. Students who do not subsequently enroll in and complete a 300- or 400-level course will still have satisfied the Core Curriculum Global Studies requirement for the Bachelor of Arts degree and other non-Bachelor of Arts degrees, but without academic credit.

Students who do not place at the 300-level on a foreign language placement exam must take the necessary 3 credit hours to satisfy the foreign language for the Core Global Studies requirement.

### **Alternative Core Curriculum Requirements**

The core curriculum described in this section was designed for most degree programs at the University. However, the faculty has approved alternative core curriculum requirements for the following program:

#### **Nursing (BSN) Requirements**

- Exempt from core Mathematics as long as MATH 205 (Elementary Statistics) is completed.
- Exempt from core Social Sciences as long as PSYC 210 (Human Growth & Development) is completed.



# JACKSONVILLE UNIVERSITY

## UNDERGRADUATE PROGRAMS

---

## College of Arts and Sciences

The College of Arts & Sciences encompasses the divisions of:

- Humanities
- Science and Mathematics
- Social Sciences
- Pre-professional programs
- Naval Science programs
- School of Education
- Marine Science Research Institute
- Public Policy Institute

### Majors Offered

The College of Arts & Sciences offers the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in all the following majors except where noted:

- Biology (BS degree only)
- Chemistry
- Communication (BA degree only)
- Computing Science
- Cybersecurity
- Education for Instruction
- Elementary Education (5 year program, BS, M.Ed. degrees)
- Engineering – Electrical or Mechanical (BS degree only)
- English (BA degree only)
- French (BA degree only)
- Geography
- History
- Humanities (BA degree only)
- Information Systems
- Interdisciplinary Studies
- Life Science (BA degree only; requires fulfillment of a 2<sup>nd</sup> major or 2 minors)
- Marine Science (BS degree only)
- Mathematics
- Philosophy (BA degree only)
- Physics
- Political Science
- Psychology
- Secondary Education (offered only as a second major in conjunction with another BA or BS major)
- Social Sciences (BS degree only)
- Sociology
- Spanish (BA degree only)
- Sustainability
- University Major (Interdisciplinary major or three minor major)

### Minors Offered

Minors are offered in all Major areas, except for Education for Instruction, Elementary Education, Information Systems, Interdisciplinary Studies, Life Science, Secondary Education, Social Sciences, and University major. Minors are also offered in the following areas:

- Applied Mathematics
- Computer Engineering
- Criminal Justice
- Education
- Engineering Management
- ESOL (English Speakers of Other Languages)
- Ethics and Leadership
- Geographic Information Systems
- General Engineering
- International Studies
- Medical Humanities
- Middle East/Asia Studies
- Naval Science
- Public Policy
- Religion
- Women's and Gender Studies
- Writing

## Certificates Offered

- Editing
- Teaching English to Speakers of Other Languages (TESOL)

## Programs Offered

- Naval Science (NROTC)/(Military Science-Army ROTC offered through University of North Florida)
- Pre-Dental Medicine
- Pre-Law
- Pre-Medicine
- Pre-Pharmacy
- Pre-Veterinary Medicine
- Pre-Osteopathic Medicine: 4+4 Dual enrollment with Nova Southeastern

---

## Degree Requirements

Students majoring in the fields offered by the College of Arts & Sciences must complete the following:

- University Curriculum degree requirements for a BA or BS degree (listed in this catalog)
- Core Curriculum (listed in this catalog)
- Requirements of the specific major (listed in the Arts & Sciences section of this catalog)

---

## Biology (B.S. degree only)

A major in Biology offers a student both the theory and experience to prepare for either postgraduate work or bachelor-level entry jobs in industry or teaching. The requirements for the Biology major are designed to provide a solid foundation in multiple sub disciplines of the biological sciences while allowing flexibility according to student interests and career goals. By carefully selecting biology electives, undergraduates may prepare with an appropriate concentration for the particular field in which to continue their studies in graduate and professional programs or allied health licensure programs.

### MAJOR REQUIREMENTS

The curriculum of the Biology major includes this major course sequence:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 180	Biological Diversity	4
BIOL 190	Biological Unity	3
BIOL 223SI	Oral Presentation in the Biological Sciences	3
BIOL 280	Methods in Field Biology	3
BIOL 290	Basic Laboratory Techniques in Biology	3
BIOL 470	Biology and Marine Science Capstone	3
		<b>Subtotal: 19</b>

**AND** the following required allied courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 301/L	Organic Chemistry I/Lab	4
CHEM 302/L	Organic Chemistry II/Lab	4



MATH 140	Calculus I	4
MATH 206	Statistical Methods in Science	4
PHYS 111 & PHYS 112	Principles of Physics I & II	4/4
	<b>or</b>	
PHYS 151 & PHYS 152	General Physics: Mechanics & General Physics: Electricity & Magnetism	
	<b>or</b>	
PHYS 151 & PHYS 112	General Physics: Mechanics & Principles of Physics II	

**Subtotal: 32**

**AND** 15 credit hours of additional upper division BIOL courses, one of which must be writing intensive (see notes for complete WI requirements):

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL xxx	Three 300- or 400-level 4-credit hour BIOL lab courses* (*Cannot include independent study or internship)	12
BIOL xxx	300- or 400-level BIOL courses# (# May include independent study or internship)	3

**Subtotal: 15**

**Total: 66**

#### **BIOLOGY MAJOR Important Notes:**

- For students that double major in Biology and Chemistry [Biochemistry track], only courses that are specifically required for both majors may be counted towards both majors. Upper division electives may not be counted toward both majors simultaneously.
- Students double majoring in Biology and Marine Science must take all of the required courses for each major.
- Students may not double major in Biology and Life Science.
- Two writing intensive (WI or WR) courses must be completed with a minimum grade of "C-". One must be a 300- or 400-level BIOL course; the other WI course may be from any discipline.
- A minimum grade of "C" is required of Biology majors in the following courses: BIOL 180, BIOL 190, BIOL 223SI, BIOL 280, BIOL 290, and BIOL 470.
- A minimum grade of "C" is required of Biology majors in allied courses: PHYS 111, PHYS 112, PHYS 151, PHYS 152, MATH 140, MATH 206, CHEM 103, CHEM 104, CHEM 301/L, and CHEM 302/L.
- Biology majors must take an exit exam designated by the department during their senior year or as part of BIOL 470.

#### **MINOR REQUIREMENTS**

A Biology minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 180	Biological Diversity	4
BIOL 190	Biological Unity	3
BIOL 280	Methods in Field Biology	3
<b>or</b> BIOL 290	Basic Laboratory Techniques in Biology	
MATH 206	Statistical Methods in Science	4
BIOL xxx	One 300 or 400 level 4-credit BIOL lab course	4
BIOL xxx	One 300 or 400 level 3 or 4-credit BIOL course	3-4

**Total: 21-22**

## BIOLOGY EDUCATION - SECONDARY LEVEL

Students who plan to teach Biology on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

---

## Chemistry

The Chemistry major is designed to provide both the conceptual framework and the practical experience necessary to prepare students for a career in chemistry. Graduates from the program have been employed in chemical industries, regulatory agencies, forensic laboratories, clinical laboratories, and schools. Careers include chemical analysis, chemical preparation, teaching, research, development, sales, management, and health professions.

In addition, the chemistry major provides an excellent preparation for graduate studies in chemistry and chemistry-related fields. The Chemistry major also provides the necessary foundation for entry into medical, dental, and pharmacy schools. Typically, half of the graduates attend graduate, medical, dental, or pharmacy school; with most of the remaining graduates obtaining positions within chemical industries, regulatory agencies, or schools.

### PROGRAM TRACKS OFFERED

To accommodate the broad array of career and advanced educational opportunities available in Chemistry, the Chemistry major provides two tracks: the Chemistry track and the Biochemistry track. The choice depends upon the student's career goals and interests.

- The Chemistry track is designed for students who plan to continue their chemistry education in graduate school pursuing one of the traditional areas of Chemistry (Analytical, Inorganic, Organic, or Physical Chemistry). The Chemistry track meets entrance requirements for graduate programs in Chemistry in the United States. This track is also well suited for students who wish to work within the Chemical industry or teach upon graduation.
- The Biochemistry track is designed more for students who plan to go directly into a career in the biomedical field upon graduation, or who plan to attend graduate or professional school in Biochemistry. In addition, this track provides excellent preparation for students planning to attend medical, dental, or pharmacy school upon graduation. This track also provides greater flexibility for a student who might want to earn a double major.

### MAJOR REQUIREMENTS

Chemistry majors, pursuing either track, must earn a "C" (2.0) or better in any course utilized as a prerequisite.

#### Chemistry Track Requirements:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 301 & 301L	Organic Chemistry I and lab	4
CHEM 302 & 302L	Organic Chemistry II and lab	4
CHEM 321WI	Inorganic Chemistry	4
CHEM 322	Analytical Chemistry	4
CHEM 323	Instrumental Analysis	4
CHEM 401	Physical Chemistry I	4

CHEM 402	Physical Chemistry II	4
CHEM 450RI	Senior Project	3
MATH 140	Calculus I	4
MATH 141	Calculus II	4
MATH 300	Calculus III	4
PHYS 151	General Physics: Mechanics	4
PHYS 152	General Physics: Electricity & Magnetism	4
XXX xxx	Any speech-intensive (SI) course	3
		<b>Total: 62</b>

**CHEMISTRY TRACK Important Notes:**

- For students planning to attend graduate school in chemistry the following courses are recommended: Application Development I (CS 158) or Introduction to Scientific & Engineering Programming (CS 170), Application Development II (CS 160) and Differential Equations (MATH 331).

**Biochemistry Track Requirements:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 301 & 301L	Organic Chemistry I and lab	4
CHEM 302 & 302L	Organic Chemistry II and lab	4
CHEM 322	Analytical Chemistry	4
CHEM 404	Physical Chemistry of Biological Systems	3
CHEM 435WI	Biochemistry I	4
CHEM 436	Biochemistry II	4
CHEM 450RI	Senior Project	3
BIOL 190	Biological Unity	3
MATH 140	Calculus I	4
MATH 141	Calculus II	4
PHYS 111	Principles of Physics I <sup>1</sup>	4
PHYS 112	Principles of Physics II <sup>1</sup>	4
XXX xxx	Any speech-intensive (SI) course	3
		<b>Subtotal: 56</b>

**AND seven (7) credit hours selected from the following elective courses:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 301WR <sup>2</sup>	Microbiology, 4 cr.	
BIOL 308 <sup>2</sup>	Principles of Immunology, 4 cr.	
BIOL 337 <sup>2</sup>	Genetics, 3 cr.	
BIOL 402WR <sup>2</sup>	Cell Biology, 4 cr.	
CHEM 304	Environmental Chemistry, 4 cr.	
CHEM 321WI	Inorganic Chemistry, 4 cr.	
CHEM 323	Instrumental Analysis, 4 cr.	
CHEM 351	Advanced Experimental Chemistry, 1-4 cr.	
CHEM 401	Physical Chemistry I, 4 cr.	
CHEM 402	Physical Chemistry II, 4 cr.	

CHEM 405 Special Topics in Chemistry, 3 cr.  
 CHEM 495 Research Participation, max. 4 cr.

**Subtotal: 7**

**Total: 63**

<sup>1</sup> Students planning to attend graduate school in biochemistry also should take Calculus III (MATH 300), and substitute calculus based General Physics (PHYS 151 & 152) for Principles of Physics I & II (PHYS 111 & 112).

<sup>2</sup> Students should be aware that additional prerequisite courses may be required, that are not included in the biochemistry track required courses, to enroll in these courses.

**BIOCHEMISTRY TRACK Important Notes:**

- Students who wish to double major in Biochemistry and Biology or Marine Science will only be allowed to double count those courses specifically required for both majors. Upper division electives may not be counted towards both majors simultaneously.
- Students who wish to major in Biochemistry and minor in Biology or Marine Science must take CHEM 435WI (Biochemistry I) and CHEM 436 (Biochemistry II) to satisfy the requirements of the Biochemistry major.

**MINOR REQUIREMENTS**

A Chemistry minor consists of the following courses. A "C" (2.0) or better must be earned in any course utilized as a prerequisite.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CHEM 322	Analytical Chemistry	4
CHEM xxx	Two (2) CHEM courses numbered above 300 for a minimum of 20 credit hours	8

**Total: 20**

**CHEMISTRY EDUCATION - SECONDARY LEVEL**

Students who plan to teach Chemistry on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

**Communication**

The communication program is an interdisciplinary major based in the liberal arts. It emphasizes the development of career-level skills in written, oral, interpersonal, electronic and visual communication. Theoretical, historical, societal and pragmatic perspectives of communication are explored. The curriculum includes a core curriculum that focuses on the theory, law, ethics, principles, procedures and practices of mass, public and interpersonal communication. Students can choose areas of specialization in multimedia journalism, strategic communication, and communication studies. Pre-professional experiences gained on student-run media, communication student organizations, on-campus practica and off-campus internships provide an essential component to the curriculum.

The curriculum includes the integration of classroom instruction with pre-professional work experience on the Navigator, the weekly University newspaper; the Aquarian, the University literary and arts magazine; Dolphin News; the University television channel, and Dolphin Radio, the student-run on-line radio station. Students also have the opportunity to participate in several extra-curricular activities

including intercollegiate forensics, communication professional organizations and Lambda Pi Eta, national communications honor society.

Graduates may enter many fields including journalism, public relations, advertising, radio, television news, television production, graphic design, management, marketing, education, social services and the arts. The communication program also provides a fine foundation for graduate study not only in journalism and mass communication but also in business, law, social work and library science.

### MAJOR REQUIREMENTS

The student majoring in communication must complete the 30-credit hour communication core and nine (9) credit hours in a selected area of specialization. A total of 39 credit hours is required for the communications major although students may take additional hours in communication as electives to a maximum of 45 credit hours.

The communication major is offered as a Bachelor of Arts degree: that is communication majors must complete a foreign language through the 202 level.

The following communication core courses must be taken:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 101	Mass Communication and Society	3
COMM 201SI	Principles of Speech Communication	3
COMM 205	Introduction to Advertising	3
COMM 207WI	Newswriting	3
COMM 209	History of Communication	3
COMM 215	Public Relations Practices & Procedures	3
COMM 217	Introduction to Multimedia Journalism	3
COMM 365	Communication Theory	3
COMM 455	Communication Law <sup>1</sup>	3
COMM 475	Communication Ethics <sup>2</sup>	3
<b>Subtotal: 30</b>		

### REQUIRED AREA OF SPECIALIZATION

Students must take nine (9) credit hours from one of the following specializations listed below **and** COMM 485 **must** be one of the 3-credit hour courses chosen in the specialization area:

#### I. Multimedia Journalism<sup>3</sup>

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 307WI	Advanced Reporting/Literary Journalism	3
COMM 310	Online Journalism	3
COMM 317	Multimedia Journalism	3
COMM 331	Visual Communication	3
COMM 332WI	Writing for Multimedia Journalism	3
COMM 417	Advanced Multimedia Journalism	3
COMM 485	Senior Communication Seminar*	3

#### II. Strategic Communication (Advertising & Public Relations)

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 302SI	Persuasive Speaking	3

COMM 315WI	PR & Advertising Writing/Strategic Communication Writing <sup>4</sup>	3
COMM 325	Social Media Management	3
COMM 331	Visual Communication	3
COMM 416	Strategic Communication Case Studies	3
COMM 446	Strategic Communication Campaigns	3
COMM 465	Principles of Communication Research	3
COMM 485	Senior Communication Seminar*	3

### III. Communication Studies

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 301	Effective Communication Strategies	3
COMM 302SI	Persuasive Speaking	3
COMM 315WI	PR & Advertising Writing/Strategic Communication Writing	3
COMM 322	Argumentation	3
COMM 401	Communicating to Diverse Publics	3
COMM 450	Principles of Nonverbal Communication	3
COMM 465	Principles of Communication Research	3
COMM 485	Senior Communication Seminar*	3
<b>Subtotal: 9</b>		
<b>Total: 39</b>		

### Suggested Electives

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 395	Communication Practicum	1-3
COMM 397	Communication Leadership Practicum	1-3
COMM 452	Special Topics in Communications	3
COMM 490	Communication Internship	3-12
COMM xxx	Any non-required upper level COMM course outside of chosen specialization	3

### Notes:

\*All students shall complete a senior seminar project that demonstrates mastery of their chosen specialties.

<sup>1</sup> Students should complete COMM 455 in the spring of their junior year.

<sup>2</sup> Students should complete COMM 475 in the spring of their senior year.

<sup>3</sup> It is recommended that students interested in print and online journalism register for COMM 307WI and COMM 310. It is recommended that students interested in broadcast journalism register for COMM 317 and COMM 332WI.

<sup>4</sup> This course is a prerequisite for several other courses in the specialization.

### Additional COMMUNICATION Major Important Notes:

- Students entering the University with the AA degree must take a foreign language through the 202 level.
- Course COMM 201SI can be used by any University student to fulfill the requirement for a speech intensive course.
- Students majoring in communication must earn a "C" grade or better in all communication core courses.

- A grade of "C" or better must be earned in all prerequisite communication courses before taking a course with the stated prerequisite.
- Students are encouraged to develop minors or second majors in other fields including but not limited to English, foreign languages and literature, humanities, philosophy, business, art, sociology, psychology, political science, history or theatre. These secondary areas of study should be chosen in consultation with an academic advisor.

### MINOR REQUIREMENTS

A minor in communication requires 18 credit hours selected with assistance from a communication faculty member

## Computing Science

The Department of Computing Science offers three majors, Computing Science, Information Systems, and Cybersecurity. **The Computing Science major** is designed to prepare students with a strong programming foundation and a broad perspective of the discipline. Graduates are at work as systems analysts, systems engineers, programmers, project leaders and management information specialists.

### MAJOR REQUIREMENTS

Students pursuing a degree in Computing Science must complete the following CS Core, CS Electives, Mathematics and required science courses. A minimum grade of "C" is required in any course used as a prerequisite to a CS course.

#### CS Core Courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 245	Algorithms	3
CS 303	Operating Systems	3
CS 330	Network & Wireless Communication	3
CS 340	Data Structures	4
CS 350	Architecture & Organization	3
CS 360	Database Design & Development	3
CS 376	Social Issues and Professional Practice	2
CS 395SI	Software Engineering	4
CS 455WI	Project Management & Practice	3
		<b>Subtotal: 36</b>

#### CS Electives:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS xxx	Choose three (3) Computing Science (CS) courses numbered 300 or above (except CS 365). (May include one (1) internship and one (1) independent study.)	9
		<b>Subtotal: 9</b>
		<b>Total Computing Science Hours: 45</b>

**Supporting Allied Courses - Mathematics and Science: 30**

MATH xxx Of the 30 Mathematics and Science hours, a minimum of 17 hours must be in Mathematics. These hours must include MATH 140; MATH 141; MATH 150; MATH 205, MATH 206 or MATH 316; and MATH 307, MATH 320 or MATH 330.

Science Of the 30 Mathematics and Science hours, at least two (2) courses must be selected from the following groups: BIOL 190-290, BIOL 180-280; MSC 111-112; MSC 113-114; CHEM 103-104; PHYS 151-152; PHYS 111-112.

**Total Hours for Major in Computing Science: 75**

**MINOR REQUIREMENTS**

Students pursuing a minor in Computing Science must complete the following CS courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 360	Database Design & Development	3
CS xxx	Additional six (6) credit hours of CS course electives (three (3) credit hours numbered 300 or above)	6
		<b>Total: 17</b>

**COMPUTING SCIENCE Important Notes:**

- Students who wish to double major (or minor) in Computing Science or Information Systems and Cybersecurity will only be allowed to double count courses specifically required for both programs. Upper division electives may not be counted toward both programs simultaneously.

**COMPUTING SCIENCE - SECONDARY LEVEL**

Students who plan to teach Computing Science on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

---

**Criminal Justice Minor**

The Criminal Justice minor will provide students with a multidisciplinary understanding of crime and justice drawing primarily from the discipline of sociology. Students pursuing a minor in criminal justice will take courses covering the fundamentals of criminology as well as additional courses focusing on key areas and issues in the study of crime. The minor will help prepare students for a wide variety of careers in criminal justice such as corrections, policing, research, victim advocacy, case management as well as careers in a variety of social-service settings.

**MINOR REQUIREMENTS**

A Criminal Justice minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SOC 305	Criminology	3
		<b>Subtotal: 3</b>



**AND** four (4) courses selected from the following 3-credit hour courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GEOG 350TI	Geographic Information Systems	
POL 309	Courts and the Constitution in American Politics	
SOC 331	Women and Crime	
SOC 332	Media and Crime	
SOC 333	Substance Abuse & Behavior	
SOC 380	Juvenile Delinquency	
SOC 430	Social Deviance	
SOC 435	Organized Crime	
SOC 445	Conflict and Nonviolence	
		<b>Subtotal: 12</b>
		<b>Total: 15</b>

**NOTE:** Sociology (SOC) credit received for the above courses may not count towards both the sociology major/minor and the criminal justice minor. Credit may be applied to the Sociology major/minor OR the Criminal Justice minor.

## Cybersecurity

The Department of Computing Science offers three majors, Computing Science, Information Systems, and Cybersecurity. **The Cybersecurity major** is designed to prepare students with a strong background of computer networks and the best practices to protect information transfer and storage. Graduates are trained to work as network administrators, penetration testers, digital forensics analysts, and network security analysts. This program will also help prepare students for numerous industry certificates offered by leading organizations in cybersecurity, such as Cisco, CompTIA, CERT, and Global Information Assurance Certificate, and are approved by NICCS.

### MAJOR REQUIREMENTS

Students pursuing a degree in Cybersecurity must complete the following CS Core, CS Electives, and required Supporting Allied Courses. A minimum grade of “C” is required in any course used as a prerequisite to a CS course.

#### CS Core Courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 301	Introduction to Cybersecurity	3
CS 303	Operating Systems	3
CS 330	Network & Wireless Communication	3
CS 345SI	Internet Security	3
CS 360	Database Design & Development	3
CS 362	Systems Administration	3
CS 376	Social Issues and Professional Practice	2
CS 414	Penetration Testing and Digital Forensics	3
CS 427	Intrusion Detection	3
CS 465WI	Cybersecurity Practicum	3
		<b>Subtotal: 37</b>

**CS Electives:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS xxx	Choose three (3) Computing Science (CS) courses numbered 300 or above. (May include one (1) internship and one (1) independent study.)	9

**Subtotal: 9****Total Cybersecurity Hours: 46****Supporting Allied Courses - Quantitative Analysis and Management: 9**

Quantitative Analysis: MATH 150 Discrete Structures  
 MATH 205 Elementary Statistics  
 or MATH 316 Applied Statistics

Management MGT 301 Principles of Management

**Total Hours for Major in Cybersecurity: 55****MINOR REQUIREMENTS**

Students pursuing a minor in Cybersecurity must complete the following CS courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 301	Introduction to Cybersecurity	3
CS 303	Operating Systems	3
CS xxx	Choose two CS elective courses from CS 345, CS 362, CS 414 and/or CS 427	6

**Total: 20****CYBERSECURITY Important Notes:**

- Students who wish to double major (or minor) in Computing Science or Information Systems and Cybersecurity will only be allowed to double count courses specifically required for both programs. Upper division electives may not be counted toward both programs simultaneously.

**Education**

Students wishing to pursue majors in Elementary Education, Education for Instruction, or Secondary Education should refer to the School of Education section in this catalog.

**Engineering**

Jacksonville University offers two possible majors within the Department of Engineering:

- Bachelor of Science degree in Mechanical Engineering
- Bachelor of Science degree in Electrical Engineering

A B.S. degree in either branch of engineering prepares students for employment in industry or further study in a wide range of graduate programs by utilizing the Conceive, Design, Implement and Operate (CDIO) approach. The core courses in the Division of Science and Mathematics provide a broad foundation of science, mathematics and engineering along with all prerequisites needed for graduate and/or professional development. The two-semester senior design courses will require students to apply the scientific and technological foundation to real engineering projects. With such an approach, students will not only become specialists with solid technology background in their majors but also gain well-rounded personal and interpersonal skills.

### **MECHANICAL ENGINEERING MAJOR REQUIREMENTS**

Students majoring in Mechanical Engineering must complete the University Core (38 credit hours for BS) and the following lower division prerequisite courses. Courses which satisfy the University Core are noted with an asterisk (8 hours of core courses are required within the major). A minimum grade of “C” is required in all prerequisite courses. A minimum cumulative 2.50 GPA is required to begin upper division courses. Students are required to meet with a Mechanical Engineering academic advisor at least once per semester.

#### **Science and Mathematics Courses for Mechanical Engineering (32 or 33 credits). Complete all courses.**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I *	4
CS 170	Introduction to Scientific Programming	3 or 2
or EE 203	Application Tools for Engineering Students	
MATH 140	Calculus I *	4
MATH 141	Calculus II	4
MATH 300	Calculus III	4
MATH 331	Differential Equations	3
MATH 351	Applied Mathematics	3
PHYS 151	General Physics: Mechanics *	4
PHYS 152	General Physics: Electricity & Magnetism *	4
<b>Subtotal:</b>		<b>32-33</b>

Students majoring in Mechanical Engineering who have successfully completed all the lower division prerequisite courses and are now beginning the upper division courses must complete all the required courses listed below. A minimum grade of “C” is required in all Mechanical Engineering courses.

#### **Mechanical Engineering Major Course Requirements (51 credits). Complete all courses.**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ME 100	Engineering Orientation	2
ME 110	Engineering Graphics	2
ME 111	Computer Aided Design	2
EE 200	Circuit Analysis	4
ME 210	Mechanics, Statics	3
ME 211	Mechanics, Dynamics	3
ME 230WS	Technical Communication	3
ME 311	Thermodynamics	3
ME 312	Fluid Mechanics	4
ME 313	Mechanics of Materials	4
ME 411	Introduction to Mechatronics	4

ME 412	Linear Control	3
ME 413RI	Senior Design I	3
ME 414RI	Senior Design II	3
ME 415SI	Senior Seminar	1
ME 416	Heat Transfer	3
ME 417	Machine Design and Manufacturing Process	4
		<b>Subtotal: 51</b>
		<b>Total: 83-84</b>

### **ELECTRICAL ENGINEERING MAJOR REQUIREMENTS**

Students majoring in Electrical Engineering must complete the University Core (38 credit hours for BS) and the following lower division prerequisite courses. Courses which satisfy the University Core are noted with an asterisk (8 hours of core courses are required within the major). A minimum grade of "C" is required in all prerequisite courses. A minimum cumulative 2.50 GPA is required to begin upper division courses. Students are required to meet with an Electrical Engineering academic advisor at least once per semester.

#### **Science and Mathematics courses for Electrical Engineering (33 credits). Complete all courses.**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I*	4
MATH 140	Calculus I *	4
MATH 141	Calculus II	4
MATH 300	Calculus III	4
MATH 315	Probability	3
or MATH 316	Applied Statistics	
MATH 331	Differential Equations	3
MATH 351	Applied Mathematics	3
PHYS 151	General Physics: Mechanics *	4
PHYS 152	General Physics: Electricity & Magnetism *	4
		<b>Subtotal: 33</b>

Students majoring in Electrical Engineering who have successfully completed all the lower division prerequisite courses and are now beginning the upper division courses must complete all the required courses listed below. A minimum grade of "C" is required in all EE courses.

#### **Electrical Engineering Major Course Requirements (49 credits). Complete all courses.**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EE 100	Engineering Orientation	2
EE 200	Circuit Analysis	4
EE 201	Introduction to Digital Circuit	4
EE 203	Application Tools for Engineering Students	2
EE 204	Electronics	4
EE 230WS	Technical Communication	3
EE 301	Introduction to Solid State Devices/Semiconductors	3
EE 302	Signal and System	3

EE 303	Introduction to Power System	3
EE 304	Electrical Machines	4
EE 400	Introduction to Microwave	3
EE 411	Introduction to Mechatronics	4
EE 412	Linear Control	3
EE 413RI	Senior Design I	3
EE 414RI	Senior Design II	3
EE 415SI	Senior Seminar	1
<b>Subtotal: 49</b>		
<b>Total: 82</b>		

Students interested in graduate study should consider applying to JU's Wilson Scholarship Fund, which provides tuition for JU graduates to study engineering, mathematics, or physics at Columbia University, Cornell University or Harvard University. Interested students should contact the Engineering Department Chair.

### **ENGINEERING MINORS**

Engineering minors are offered in the following areas: Computer Engineering, Electrical Engineering, Engineering Management, General Engineering, and Mechanical Engineering.

#### **Computer Engineering Minor**

The following courses are required:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ME/EE 100	Engineering Orientation	2
EE 201	Introduction to Digital Circuit	4
ME/EE 411	Introduction to Mechatronics	3
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 330	Networks & Wireless Communications	3
CS 350	Architecture and Organization	3
<b>Total: 23</b>		

#### **Notes:**

- A minimum grade of "C" is required in all courses and their prerequisite courses.
- A minimum cumulative 2.50 GPA is required to begin upper division courses.
- Students double majoring in CS and and Electrical Engineering may not choose the Computer Engineering minor.

#### **Electrical Engineering Minor**

The following courses are required:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ME/EE 100	Engineering Orientation	2
EE 200	Circuit Analysis	4
EE 201	Introduction to Digital Circuit	4/3
or EE 202	Electronics	
EE 203	Application Tools for Engineering Students	2

ME/EE 230WS	Technical Communication	3
EE xxx	Any one (1) of 300 level or above EE courses	3/4
		<b>Total: 17-19</b>

**Notes:**

- A minimum grade of “C” is required in all courses and their prerequisite courses.
- A minimum cumulative 2.50 GPA is required to begin the upper division courses.
- Prerequisites for this minor: MATH 140, PHYS 151; co-requisite: MATH 141.
- Electrical Engineering major students cannot choose Electrical Engineering minor.
- Mechanical Engineering major students need to take a different 300 level or above EE course in order to obtain an electrical engineering minor.
- Mechanical Engineering major students need to take both EE 201 and EE 202 and a different 300 level or above EE course in order to obtain an electrical engineering minor.

**Engineering Management Minor**

The following courses are required:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ME/EE 100	Engineering Orientation	2
ME/EE 230WS	Technical Communication	3
ME/EE 330	Introduction to Engineering Management	3
DSIM 201	Business Statistics	3/4
or MATH 206	Statistical Methods in Science	
DSIM 305	Quantitative Business Methods	3
DSIM 350	Project and Operations Management	3
MGT 310	Organizational Behavior and Leadership Skills	3
		<b>Total: 20-21</b>

**Notes:**

- A minimum grade of “C” is required in all courses and their prerequisite courses.
- A minimum cumulative 2.50 GPA is required to begin the upper division courses.

**General Engineering Minor**

The following courses are required:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ME/EE 100	Engineering Orientation	2
ME 210	Mechanics, Statics	3
EE 200	Circuit Analysis	4
EE 203	Application Tools for Engineering Students	2
ME/EE 230WS	Technical Communication	3
ME/EE xxx	Any one (1) of 300 level or above ME or EE courses	3/4
		<b>Total: 17-18</b>

**Notes:**

- A minimum grade of “C” is required in all courses and their prerequisite courses.
- A minimum cumulative 2.50 GPA is required to begin the upper division courses.
- Prerequisites for this minor: MATH 140, PHYS 151; co-requisite: MATH 141.
- Engineering major students cannot choose the General Engineering minor.

- A student with a mechanical engineering minor or electrical engineering minor is not allowed to obtain a general engineering minor.

### **Mechanical Engineering Minor**

The following courses are required:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ME/EE 100	Engineering Orientation	2
ME 102	Engineering Graphics	2
ME 210	Mechanics, Statics	3
ME 211	Mechanics, Dynamics	3
EE 203	Application Tools for Engineering Students	2
ME/EE 230WS	Technical Communication	3
ME xxx	Any one (1) of 300 level or above ME courses	3/4
		<b>Total: 18-19</b>

### **Notes:**

- A minimum grade of “C” is required in all courses and their prerequisite courses.
- A minimum cumulative 2.50 GPA is required to begin the upper division courses.
- Prerequisites for this minor: MATH 140, PHYS 151; co-requisite: MATH 141.
- Mechanical Engineering major students cannot choose the Mechanical Engineering minor.
- A student with an electrical engineering major or minor needs to take a different 300 level or above ME course in order to obtain a mechanical engineering minor.

## English

Courses in English improve the reading, writing, and analytical skills of students, offer insight into the structure of the English language, explore film as an art form and develop an appreciation for great literature. As such, an English major is excellent preparation for the graduate study of literature and communication, for medical school, law school, and secondary education. It opens the way to many positions in government and private industry, including editing, technical writing, advertising, public relations, communication, sales, marketing, personnel management, systems engineering and programming. Within the major, in order to provide a firm foundation for more advance study later, students take four broad-range survey courses, preferably early in the program. Additionally, in order to acquire range and balance, majors take one course in the English language, chosen from Linguistics or Grammar. English majors are also required to take a varied selection from other English courses, including period surveys, literary genres, film, major figures, and writing courses.

Because of the wide diversity of offerings and the expectation that English majors should improve their intellectual background and flexibility, students are encouraged to broaden their experience with additional courses beyond the minimum required for the major.

The English major offered as a Bachelor of Arts degree only.

### **MAJOR REQUIREMENTS**

In addition to the University requirements for a Bachelor of Arts degree, English majors must complete a minimum of thirteen (13) ENGL courses numbered above 199, of which at least six (6) of these courses must be on the 300 and 400 level, totaling the following 39 ENGL credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ENGL 202	The American Literary Experience	3
ENGL 204	The British Literary Experience I	3
ENGL 206	The British Literary Experience II	3
ENGL 305	Survey of Literary Theory	3
ENGL 400	Linguistics	3
or ENGL 402	or English Grammar	
ENGL 302WI	Writing: Exposition	3
or ENGL 304WI	or Writing Argumentation	
ENGL xxxWI	2 <sup>nd</sup> ENGL Writing-intensive course required for major at the 300 level or above	3
ENGL xxx	Six (6) ENGL elective courses, which must include: One (1) Historical Period course before 1800; one (1) Literary Topic or Film course; and one (1) Literary Form or major author course	18
<b>Total: 39</b>		

**Additionally**, one 3-credit hour speech-intensive(SI) course is required to satisfy the “General Requirements for all Bachelor Degrees”.

#### **ENGLISH MAJOR Important Notes:**

- The English major is offered as a Bachelor of Arts degree only. English majors who choose to pursue the Bachelor of Arts degree (including those students matriculating to JU with the Associate of Arts degree) must satisfy the University Core Curriculum Global Studies requirement by completing a foreign language through the 202 level.
- Course ENGL 103 is a prerequisite for all English courses numbered above 199. Course ENGL 203 can count as elective credit within the major.
- AP Credits: Students who earn a 3 on either the AP Language and Composition or the AP Literature and Composition exams are placed into ENGL 103 Honors. Students who earn a 4 or 5 on the AP Language and Composition exam will earn credit for ENGL 103 and be placed into an honors section of an English/literature core requirement course. Students who earn a 4 or 5 on the AP Literature and Composition exam are awarded 3 hours of English elective credit and are placed into ENGL 103 Honors. No student may exempt the English/literature core requirement.
- Students planning to teach in the public schools should take the following suggested courses; however, students should consult with the School of Education early in their academic careers to determine the specific requirements:
  - ENGL 203 World Literature
  - ENGL 304WI Writing: Argumentation
  - ENGL 400 Linguistics or ENGL 402 Development & Grammar of the English Language
  - ENGL 432 Literature & Composition
- Prior to graduation, English majors are asked to complete an assessment portfolio.

#### **MINOR REQUIREMENTS**

There are two (2) minors offered from the English department - English and Writing.

#### **English Minor**

English minors are required to take 15 credit hours in ENGL courses numbered above 199.



### Writing Minor

The 15-credit writing minor is designed for students interested in honing their writing skills; it is ideal for any student with professional aspirations that involve clear, thoughtful, and creative prose. Because it will supplement almost any major, the curriculum is flexible and interdisciplinary. The minor requires the student take at least three courses within the English department, while the remaining two courses can be fulfilled with any of the options outlined below, including communication courses and one course chosen from any Writing Intensive (WI) course numbered 300 or above.

**Available Courses** (At least THREE must be from the English Department).

Select from the following 3 credit hour courses for a total of 15 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ENGL 302WI	Writing: Exposition	
ENGL 304WI	Writing: Argumentation	
ENGL 306WI	Creative Writing	
ENGL 400	Linguistics	
ENGL 402	English Grammar	
ENGL 406WI	Advanced Creative Writing	
ENGL 414WI	Special Topics (Writing Intensive)	
COMM 207WI	Newswriting	
COMM 307WI	Advanced Reporting/Literary Journalism	
XXX xxx	Any WI course (discipline of student's choosing) numbered 300 or above	
		<b>Total: 15</b>

---

### Editing Certificate

The Certificate in Editing program consists of 12 credit hours of coursework in grammar, theory, application, and practical experience in both English and Communications. The program is designed to provide a sound basis in the skills required for editing careers, including grammatical correctness, issues of style, authorial voice, and fact-checking, as well as document design and publication in online and print environments. The Certificate culminates in an internship which provides experience in editing and publication.

#### CERTIFICATE REQUIREMENTS

Students seeking the Editing Certificate will take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 331	Visual Communication	3
ENGL 308	Theory and Practice of Copy Editing	3
ENGL 402	Grammar	3
ENGL 495	Certificate in Editing Practicum	3
		<b>Total: 12</b>

---

## Ethics and Leadership Minor

The minor in Ethics and Leadership is a multidisciplinary program. It is designed to foster skills relevant to motivating, supervising, managing, and guiding people in a variety of organizational settings. Emphasis is placed on navigating the moral dilemmas facing leaders in the real world today.

The minor consists of a minimum of 15 credit hours. These include electives in management, philosophy, communications, entrepreneurship, military science, and naval science, in addition to credits awarded for leadership activities performed outside of the classroom through internships and practicums.

### MINOR REQUIREMENTS

A minor in Ethics and Leadership consists of the following courses:

**A minimum of three (3) credit hours** selected from the following gateway courses in leadership:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 320	Leadership	3
MSL 101	Leadership and Personal Development	2
MSL 201	Innovative Team Leadership	2
		<b>Subtotal: 3-4</b>

**Three (3) credit hours** of the following gateway course in ethics:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PHIL 212	Ethics	3
		<b>Subtotal: 3</b>

**Three (3) credit hours** from any of the following topical ethics courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 475	Communication Ethics	
NS 402	Leadership and Ethics	
PHIL 214	Biomedical Ethics	
PHIL/SUST 215	Environmental Ethics	
		<b>Subtotal: 3</b>

**Three (3) credit hours** from any of the following communications courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 301	Effective Communication Strategies	
COMM 322	Argumentation	
MGT 412	Executive Communication Techniques	
		<b>Subtotal: 3</b>

**Additionally, three (3) credit hours** from any of the following electives or from an internship that involves leadership, as approved by a coordinator of the minor:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 397	Communications Leadership Practicum	1-3
ENT 481	Entrepreneurship and the New Economy	3
JU 201	Leadership Development	1-3
JU 397	Leadership Practicum	1-3

JU 399	Seminar in Conflict Management & Negotiation	1
MSL 301	Adaptive Team Leadership	3
MSL 302	Leadership Under Fire	3
MSL 401	Developing Adaptive Leaders	3
MSL 402	Leadership in a Complex World	3
NS 401	Leadership and Management	3
		<b>Subtotal: 3</b>
		<b>Total: 15-16</b>

## French

Courses in French enable the student to learn the French language and become familiar with Francophone cultures. Majors in French also study the outstanding figures of Francophone literatures and civilizations, and are prepared for careers in teaching, government service and private corporations. For more information visit the Foreign Languages web page.

**Education Abroad** - Education abroad is strongly encouraged for all students, particularly for minors and majors. JU has a summer program in Paris, where all levels of French can be studied.

**Course Sequence** - It is strongly suggested that language courses be taken in consecutive semesters. If a student receives an "F" in a course, the student must repeat the course before taking the next course in the sequence.

The French major offered as a Bachelor of Arts degree only.

### MAJOR REQUIREMENTS

A major in French consists of a minimum of 27 credit hours in French courses (45 credit hours maximum). FREN 301 and FREN 302 are required.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
FREN 301	French Conversation	3
FREN 302	French Composition	3
FREN xxx	Additional 21-39 credit hours in French courses numbered above 200	21-39
		<b>Subtotal: 27-45</b>

### AND:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XXX xxx	Three (3) credit hours in a writing intensive course chosen from COMM 207WI, ENGL 302WI or ENGL 304WI	3
COMM xxx	Any COMM speech intensive(SI) course	3
		<b>Subtotal: 6</b>
		<b>Total:33-48</b>

### MINOR REQUIREMENTS

A minor in French requires a minimum of 15 credit hours in courses numbered 200 and above. Also, FREN 301 and FREN 302 are required courses.

### **FRENCH MAJOR/MINOR Important Notes:**

- Students who place at the 300 level on the French placement exam will be awarded six (6) hours of credit for FREN 201 and 202 upon satisfactory completion, with a grade of “C” or better, of a 300- or 400-level course. Students who do not subsequently enroll in and complete a 300- or 400-level course will still have satisfied the Core Curriculum Global Studies requirement for the Bachelor of Arts degree, but without academic credit.
- Both FREN 301 and FREN 302 are required for a major or minor in French. FREN 301 and 302 may not be satisfied through credit by examination.
- A student must complete French 301 and 302, or obtain the consent of the department before enrolling in a more advanced course. Native speakers of French must have the consent of the instructor before enrolling in FREN 301 or 302.

### **FRENCH EDUCATION - SECONDARY LEVEL**

Students who plan to teach French on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

## **Geography and the Environment**

Geography is the study of place in the same sense that history is the study of time. Moreover, geographers can visit and explore any place in the world. Geographers concentrate on asking two essential questions – “Where are things located?” and “Why are they located there?” From the information we obtain to these questions, geographers can study the local, national and global patterns that shape our lives.

Geographers are interdisciplinary scientists who study both the human and natural environments. As a result, geographers are free to study issues and phenomena from virtually all other disciplines. Geography is divided into three (3) distinct fields and numerous subfields:

- Human geography
- Physical geography
- Technical geography

Human geography is the study of topics in the social sciences and human environment such as social, political, economic, or population issues. Physical geography is the study of topics in the physical sciences and natural environment such as climate, geology, resources, or biology. Technical geography encompasses the technical skills of geography including mapping and data analysis. Geographic Information Systems (GIS) have enabled geographers to merge these technical skills.

### **MAJOR REQUIREMENTS**

Geography majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GEOG 200	World Geography	3
GEOG 211 or GEOG 425	Quantitative Methods for the Social Sciences Public Opinion & Survey Research Methods	3
GEOG 230	Earth Science	3
GEOG 350TI	Geographic Information Systems	3

GEOG 420	Methods of Social Research	3
GEOG xxx	Additional 12 credit hours of geography courses	12
XX xxx	Any writing-intensive(WI) course*	3
XX xxx	Any speech-intensive(SI) course	3
		<b>Total: 33</b>

\*GEOG 341WI, POL 341WI, or SOC 341WI: Writing for the Social Sciences is recommended.

### **ENVIRONMENT TRACK within the Geography major**

Geography majors may elect to pursue the Environment Track within the major. The following courses are required for the environment track. The GEOG courses in the environment track may also be used to fulfill the 12 credit hour requirement in the geography major.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 170/L	Introduction to Ecology and Evolution/Lab	4
GEOG 314	Population Geography	3
GEOG/SOC/SUST 335	Sustainability	3
GEOG 431	Environmental Issues of Florida	3
GEOG 460	Climate Change	3
		<b>Total: 16</b>

### **GEOGRAPHY MINOR REQUIREMENTS**

A minor in geography consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GEOG 200	World Geography	3
XX xxx	Any four (4) additional geography courses	12
		<b>Total: 15</b>

### **GEOGRAPHIC INFORMATION SYSTEMS (GIS) MINOR REQUIREMENTS**

A minor in geographic information systems consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GEOG 200	World Geography	3
GEOG 350TI	Geographic Information Systems	3
GEOG 455	Advanced Geographic Information Systems	3
GEOG 490	Internship	3
CS 360	Database Design and Development	3
		<b>Total: 15</b>

---

## History

When you major in History, you explore the making of today's world. Your starting point might be the distant or the near past; your focus might be the U.S. or another region; your perspective might be political, social, military, or one of many other approaches. The end result will be a greater understanding of the past, of historical change, and of the historical context of today's global challenges.

At JU, the members of the History faculty each teach classes in four or more advanced topics, and if you have an interest not in the curriculum the faculty will work with you on an independent study. You will see your skills at analysis and writing develop, which will serve you well inside or outside of a career in history. To pursue engaged learning at its fullest, you will have opportunities for internships, study abroad, and presentation of your research at state and national conferences.

### MAJOR REQUIREMENTS

History majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
HIST 150 or HIST 189	The Modern World Core Seminar in History	3
HIST 206	History of the United States to 1865	3
HIST 207	History of the United States from 1865	3
HIST 300WR	The Technique of History	3
HIST xxx	Additional 21 credit hours of history courses at the 300-400 level	21
XX xxx	Any speech-intensive(SI) course	3
		<b>Total: 36</b>

### HISTORY MAJOR Important Notes:

- History majors are advised to complete HIST 150 or HIST 189, HIST 206 and HIST 207 before enrolling in 300-400 level history courses.
- History majors are advised to take HIST 300WR in the fall semester of their senior year.

### MINOR REQUIREMENTS

A history minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
HIST xxx	15 credit hours of history courses; at least 9 credit hours at the 300-400 level	15
		<b>Total: 15</b>

### HISTORY EDUCATION - SECONDARY LEVEL

Students who plan to teach History on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

## Humanities

Courses in humanities explore "humanistic" expression and creativity primarily in the Western world. In addition, several courses incorporate and examine the non-Western tradition. A number of courses introduce students to various cultures, past and present, by examining the literature, music, art, architecture, philosophy, religion, and history of these cultures; others examine the relationship between culture(s) and specific topics or themes (e.g., "Women in Humanities," "Culture, Science and Technology," "Culture and Social Issues").

The Humanities major provides the basis of a strong liberal arts education, preparing students for success in a number of fields ranging from law, education, medicine, fine arts, and journalism to

business, government, and other professions. The major emphasizes an understanding of cultural literacy and aesthetics as well as the cultivation of critical thinking, writing, and research skills, which students develop via a variety of formats, including those which utilize digital technology. The goal of the program is to expose students to an interdisciplinary canon of international works that will enable them to be adept in a variety of interpretive skills from cultural, aesthetic, and historical literacy to the structural and philosophical interpretation of styles, movements, and periods. Majors are prepared for graduate school in a variety of disciplines as well as for professions in diverse areas. Students majoring in humanities are encouraged to select a second discipline as a minor and/or to consider double majoring by adding a complementary area of study as a second major.

**Education Abroad** – Education abroad interdisciplinary humanities courses, as well as domestic travel-based courses, are also offered in selected summer terms or spring breaks. Check with department faculty for course offerings. Previous courses include: “Moorish Spain,” “Encounters with British Culture,” “Castles, Cultures, & Connections: Italy/Austria/Switzerland,” “Golden Ages of Italy and Greece” (an archeological field study tour of Italy, Greece, and Turkey), and “Culture of New York.”

**Online Offerings** - Typically, some online sections are offered during the Fall, Spring, and Summer sessions. Courses and topics vary from semester to semester. Check with department faculty for availability.

The Humanities major is offered as a Bachelor of Arts degree only.

### MAJOR REQUIREMENTS

A major in humanities consists of 30 credit hours (39 credit hours maximum) in HUM-designated courses and Humanities-related disciplines, which must include the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
HUM 311	Ancient Culture	3
HUM 322	Medieval & Renaissance Culture	3
HUM 333	The Age of Revolution	3
HUM 344	Modern Culture	3
HUM 366	American Culture	3
HUM xxx	One (1) HUM course chosen from: HUM 350, 385, 389, or 399	3
HUM 480RI	Research Intensive Humanities	0
IS xxx	Any International Studies course	3
RELG/PHIL xxx	Any religion or philosophy course numbered above 200 (except PHIL 214, 215, or 330) <i>in addition to</i> the course taken to fulfill the Philosophy core requirement	3
XX xxx	Any three(3) credit hour course in the College of Fine Arts (except for music education and art education courses)	3
XX xxx	Any ENGL literature or film course numbered 200 or above <i>in addition to</i> the course taken to fulfill the English/literature core requirement, <b>OR</b> a literature or film course numbered above 302 in French or Spanish	3
<b>Subtotal: 30-39</b>		

**AND:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
-------------	---------------	---------------

COMM xxx	Any COMM speech-intensive course (satisfies SI requirement)	3
XX xxx	ENGL 214WI, ENGL 302WI, ENGL 304WI, or any writing-intensive course from another discipline (satisfies WI requirement)	3

**Subtotal: 6**  
**Total: 36-45**

**HUMANITIES Major Important Notes:**

- All three-credit hour HUM courses meet the Humanities requirement of the Core Curriculum.
- ENGL 103 and the English/literature core requirement are prerequisites for all HUM courses.
- No HUM course is prerequisite for any other.
- Credit toward graduation earned through CLEP tests may not be applied to the major program.

**MINOR REQUIREMENTS**

A minor in Humanities consists of 18 credit hours in courses marked HUM. Interdisciplinary minors in Medical Humanities and in Middle East/Asia Studies are also available; see the “Medical Humanities Minor” and the “Middle East/Asia Studies Minor” sections of this catalog for more information.

**HUMANITIES EDUCATION - SECONDARY LEVEL**

Students who plan to teach humanities on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

**Information Systems**

The Department of Computing Science offers three majors, Computing Science, Information Systems, and Cybersecurity. **The Information Systems program** is designed to provide students with a strong academic background in computing within the context of an increasingly technology-driven society. Graduates will demonstrate fundamental competency in the core topics of computer science and also demonstrate knowledge in another area so they can apply their computing understanding to that area.

**MAJOR REQUIREMENTS**

Students pursuing a degree in Information Systems must complete the following CS Core, CS Electives, required quantitative analysis course, and required supporting concentration. A minimum grade of “C” is required in any course used as a prerequisite to a CS course.

**CS Core Courses**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 330	Networks & Wireless Communication	3
CS 360	Database Design & Development	3
CS 365SI	System Analysis & Logical Design	3
CS 366	Physical Design & Implementation	3
CS 376	Social Issues and Professional Practice	2
CS 455WI	Project Management & Practice	3
<b>Subtotal: 25</b>		



### CS Electives

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS xxx	Choose three (3) Computing Science (CS) Courses numbered 300 or above. (May include one (1) internship and/or one (1) independent study.)	9
	<b>Subtotal: 9</b>	

### Quantitative Analysis course

<u>Code</u>	<u>Course</u>	<u>Credit</u>
Required for Management Information Systems and Business Analytics Concentrations:		
DSIM 201	Business Statistics	
<b>OR</b>		
Required for Geographic Information Systems and Human Centric Digital Design:		
MATH 205	Elementary Statistics	
	<b>Subtotal: 3</b>	

### Supporting Concentration Courses

Students **must** select a concentration in collaboration with a Computing Science faculty. Concentrations are available in Geographical Information Systems, Management Information Systems, Human Centric Digital Design, and Business Analytics. The supporting concentration courses are selected as a cohesive body of knowledge and serve to prepare the student to function as an IS professional in that environment.

### Geographic Information Systems

Students must complete a minimum of 15 hours, one course from each of the five categories below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
1) GEOG 200	World Geography	3
2) GEOG 230	Earth Science	3
or GEOG 314	Population Geography	
or GEOG 400	Special Topics in Geography	
3) GEOG 350TI	Geographic Information Systems	3
4) GEOG 455	Advanced Geographic Information Systems	3
5) GEOG 387/388/487/488	Independent Study	3
or GEOG 390/490	Internship	

### Management Information Systems

Students must complete 18 credit hours in Management/ Decision Science Information Management classes:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 203RI	Applied Business and Economics Analysis	3
DSIM 305	Quantitative Business Methods	3
DSIM 370	Management of Information Technology	3
MGT 301	Principles of Management	3
MGT 310	Organizational Behavior and Leadership Skills	3

MGT 408

Organizational Design and Change Management 3

### Human Centric Digital Design

Students must complete 15 credit hours in Art classes:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 254	Digital Art	3
ART 255	Typography	3
ART 263	Web Design	3
ART 360	Graphic Design	3
ART 362	Mobile Design	3

### Business Analytics

Students must complete 18 credit hours in Management/ Decision Science Information Management classes:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 203RI	Applied Business and Economics Analysis	3
DSIM 307	Introduction to Business Analytics	3
DSIM 370	Management of Information Technology	3
DSIM 405	Advanced Statistics and Econometrics	3
DSIM 415	Management Science	3
DSIM 420	Visual Analytics	3

**Subtotal: 15-18**

**Total: 52-55**

### INFORMATION SYSTEMS MAJOR Important Notes:

- Students who wish to double major (or minor) in Computing Science or Information Systems and Cybersecurity will only be allowed to double count courses specifically required for both programs. Upper division electives may not be counted toward both programs simultaneously.

## Interdisciplinary Studies

The Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Interdisciplinary Studies are tailored to working adults who wish to pursue an undergraduate degree through part-time or full time study and makes it possible for students with earned college credits to complete undergraduate degrees. The Interdisciplinary Studies degree offers a challenging and intellectually stimulating curriculum with evening courses drawn from those already offered at the University or approved by University faculty specifically for this degree. The curriculum includes upper-level courses in academic fields that bring together both the range of learning implied by a liberal arts degree and the depth of knowledge associated with study at an advanced undergraduate level. The degree emphasizes critical thinking, clear articulation of ideas, and the habits of individual and collective learning that develop and sustain life-long learners. Students must complete a Capstone Project to synthesize their educational and professional experiences and demonstrate the depth and breadth of their educational experience.

### INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS

All Interdisciplinary Studies majors must complete the Interdisciplinary Studies Core, the three (3) component areas of Business, Humanities, and Social Science, and a two (2) course Capstone sequence. Interdisciplinary Study majors pursuing a Bachelor of Arts degree must complete a foreign language

through the 202 level, whereas students pursuing a Bachelor of Science degree must complete one (1) International Studies course.

### Interdisciplinary Studies Core

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 150	Personal Productivity Using Technology	3
ECON 201	Principles of Macroeconomics	3
MATH 112	Modern Applications of Mathematics	3
XXX xxx	Choice of International Component chosen from: IS xxx, INB xxx, MKG 341, or POL 208	3
MGT 308WS*	Business Communications	3-6
or ENGL 214WI*	Research Writing in the Disciplines	
and COMM 201SI*	Introduction to General Speech Communication	
		<b>Subtotal: 15-18</b>

\* Students must complete a Writing Intensive (WI) and Speech Intensive (SI) course in the Interdisciplinary Studies degree program. MGT 308WI/SI is the only course that meets both requirements simultaneously.

### Business Component

Students must complete the following three (3) Business courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 310	Organizational Behavior & Leadership Skills	3
MGT 321	The Legal & Ethical Environment of Business	3
MKG 301	Principles of Marketing	3
		<b>Subtotal: 9</b>

### Humanities Component

Students must complete any three (3) Humanities course (2 of which must be upper level). Courses can be in Communications (COMM), English (ENGL), French (FREN), Humanities (HUM), Philosophy (PHIL), Religion (RELG), or Spanish (SPAN).

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XXX xxx	Any COMM, ENGL, FREN, HUM, PHIL, RELG, or SPAN course	3
XXX xxx	Any COMM, ENGL, FREN, HUM, PHIL, RELG, or SPAN course	3
XXX xxx	Any COMM, ENGL, FREN, HUM, PHIL, RELG, or SPAN course	3
		<b>Subtotal: 9</b>

### Social Sciences Component

Students must complete any three (3) upper-level Social Science courses. Courses can be in History, Geography, Political Science, Psychology, or Sociology.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XXX xxx	Any upper-level GEOG, HIST, POL, PSYC, or SOC course	3
XXX xxx	Any upper-level GEOG, HIST, POL, PSYC, or SOC course	3
XXX xxx	Any upper-level GEOG, HIST, POL, PSYC, or SOC course	3
		<b>Subtotal: 9</b>

### Capstone Requirement

Students must complete a 2-course Capstone sequence which includes an applied project. The ENT 481 course will prepare the student for their applied project, which will be completed in the Research Intensive\*\* course.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ENT 481	Entrepreneurship & the New Economy	3
ENT 482	Managing & Growing the Entrepreneurial Enterprise (if Research Intensive)	3
or XXXRI	An approved Research Intensive (RI) course selected from student's chosen discipline, if available	
		<b>Subtotal: 6</b>
		<b>Total: 48-51</b>

*\*\* Students must complete either the advanced Entrepreneurship course (if Research Intensive) or may choose an approved Research Intensive course in their chosen discipline, if available.*

## International Studies Minor

The International Studies program is comprised of faculty from the departments of Geography, History, Modern Languages & Literature, and Political Science. The program offers courses which address an interdisciplinary study of a region or place through history, politics, literature, culture, and geography of the region. The International Studies minor complements most majors offered at the University and contributes to preparation for a variety of professions in an increasingly globalized economy. International Studies credit can be earned only by taking one of these courses, or by transferring an approved course from another institution.

**Course Objectives:** After completing an International Studies course a student will be able to:

- Understand the interaction between the physical and cultural geography of the region under study, as well as the contemporary environmental challenges being confronted.
- Explain the basic nature of written and oral communication in the region.
- Give a correct account of the general history of the region and its influence on modern events.
- List the names and accomplishments of dominant political leaders, the viewpoints of varied parties, and the issues involved in socio-political decision making.
- Explain the philosophical/religious perspectives inherited from the past and the frameworks they provide for contemporary human activity.
- Recognize typical works of art, architecture, and music; and explain the links between these works and the ruling ideas of society.
- Read and view seminal texts by contemporary authors and film makers and explain their historical background.
- Find and analyze news from the region found on the Web.

### MINOR REQUIREMENTS

An International Studies minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GEOG 200	World Geography	3
POL 208	International Politics	3
		<b>Subtotal: 6</b>

**AND** four (4) International Studies courses selected from the following 3-credit hour courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
IS 300	Russia	
IS 301	Africa	
IS 302	East Asia	
IS 303	Middle East	
IS 304	The Caribbean	
IS 305	Special Topics	
IS 306	Mexico and Central America	
IS 320	Modern China	
IS 325	Southeast Asia	
IS 326	Vietnam	
IS 327	The Philippines	
IS 334	Australia	
IS 336	Canada	
IS 355	Argentina	
IS 356	Brazil	
IS 357	Cuba	
IS 358	Peru	
IS 361	Latin America	
IS 362	Ecuador	

**Subtotal: 12**

**Total: 18**

**International Studies Minor Requirement Notes:**

- *ENGL 103 and sophomore status are prerequisites for all IS courses.*

### Life Science (B.A. degree only)

The Life Science major is designed for liberal arts students that seek to combine coursework in biology with other disciplines. For example, students that wish to pursue biological illustration could double major in Art and Life Science, students that wish to go into environmental law could double major in Sustainability and Life Science or Political Science and Life Science, students that would like to pursue business in medical technology, pharmaceutical, or science supply companies could pursue Business and Life Science, students of history that are interested in the history of biologists or the historical impacts of biology could double major in History and Life Science, and students that wish to pursue bioethics could pursue Philosophy and Life Science. Alternatively, the student can combine the Life Science major with 2 minors in different disciplines.

To declare the Life Science major, the student must also declare either a second major or two minors. To graduate with a major in Life Science, the student must also complete a second major or 2 minors (Biology minor is not allowed), in addition to completing the coursework for the Life Science major. Students that plan to pursue a career in biology or medicine should major in Biology instead of Life Science.

The two options for the Life Science major are:

- **Double major.** In addition to the Life Science major, the student must also complete all of the requirements for a different major at JU.

- One major and two minors. In addition to the Life Science major, the student must also complete all of the requirements for two minors at JU. Students that major in Life Science may not minor in Biology.

## MAJOR REQUIREMENTS

The curriculum of the Life Science major includes this major course sequence:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 180	Biological Diversity	4
BIOL 190	Biological Unity	3
BIOL 223SI	Oral Presentation in the Biological Sciences	3
BIOL 280	Methods in Field Biology	3
BIOL 290	Basic Laboratory Techniques in Biology	3
BIOL 470	Biology and Marine Science Capstone	3
		<b>Subtotal: 19</b>

**AND** the following required allied courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 206	Statistical Methods in Science	4
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
		<b>Subtotal: 12</b>

**AND** 11 hours of additional upper division BIOL courses, which must include one writing intensive BIOL course (**two** WI courses required - see notes section for complete WI requirements):

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL xxx	Two 300 or 400 level 4-credit BIOL lab courses*	8
	*Cannot include independent study or internship	
BIOL xxx	300 or 400 level BIOL credit hours#	3
	#Can include internship or independent study; cannot include BIOL 432	
		<b>Subtotal: 11</b>

**AND** one of the following:

1. Complete all requirements for an additional major
- OR**
2. Complete all requirements for two minors

**Subtotal: varies**

**Total: 42 credit hours**

**(plus credits from additional major or minors)**

### LIFE SCIENCE MAJOR Important Notes:

- Students majoring in Life Science must also complete an additional major or two minors.
- Only courses that are specifically required for both the Life Science major and the additional major or minors may be counted toward the different programs. Upper division electives may not be used for multiple programs.
- Students double majoring in Life Science and Marine Science must take all of the required courses for each major.

- Students may not double major in Life Science and Biology.
- Students majoring in Life Science may not minor in Biology.
- The Life Science major is available as a B.A. only.
- Two writing intensive (WI or WR) courses must be completed with a minimum grade of “C-”. One must be a 300- or 400-level BIOL course; the other WI course may be from any discipline.
- A minimum grade of “C” is required of Life Science majors in the following courses: BIOL 180, BIOL 190, BIOL 223SI, BIOL 280, BIOL 290, BIOL 470, MATH 206, CHEM 103, and CHEM 104.
- Life Science majors must take an exit exam designated by the department during their senior year or as part of BIOL 470.
- Students interested in entering the workforce in biology, graduate programs in biology, or pursue professional school with a biology focus (medical, dental, etc.) after graduation, are advised to major in Biology instead of Life Science.

### Marine Science (B.S. degree only)

The Marine Science major emphasizes the multi-disciplined approach necessary to understand the marine environment. Using a diverse offering of marine science courses, the major includes a strong foundation in the elements of chemistry, physics and physical science as well as life sciences. During their sophomore year, students will choose either the oceanography or marine biology emphasis. Practical as well as theoretical training is a major component of both emphases with hands on experiences gained through the use of the R/V Dolphin, Seabattical, Larkin (research vessels) and various fieldwork. OCEARCH at Jacksonville University, based in the Marine Science Research Institute, and the M/V OCEARCH vessel which is home-ported in Jacksonville, Florida when it is not on expedition, along with Chris Fischer, Explorer in Residence at JU, provides unequalled opportunities for students to gain real-world, hands-on experience in ocean research. After completing the emphasis requirements, students can carefully select elective courses to maximize their preparation to either enter graduate school or seek employment. Most Marine Science majors continue their education at the graduate level; however, there is employment at the bachelor’s level in environmentally related fields.

An **Accelerated Bachelor of Science to Master of Arts (ABM) Marine Science Program** is available. Please refer to the Graduate Programs section of this catalog.

#### MAJOR REQUIREMENTS

Marine Science majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSC 111	Introduction to Oceanography	3
MSC 112	Introduction Oceanography Laboratory	3
MSC 113	Introduction to Marine Biology	3
MSC 114	Introduction to Marine Biology Laboratory	3
BIOL 223SI	Oral Presentation in the Biological Sciences	3
MSC 470	Biology and Marine Science Capstone	3
		<b>Subtotal: 18</b>

**AND** the following required allied courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4

MATH 140	Calculus I	4
MATH 206	Statistical Methods in Science	4
PHYS 111 & 112	Principles of Physics I & II	4/4
	<b>or</b>	
PHYS 151 & 152	General Physics: Mechanics & General Physics: Electricity & Magnetism	
	<b>or</b>	
PHYS 151 & 112	General Physics: Mechanics & Principles of Physics II	
		<b>Subtotal: 24</b>

**AND** two of the following 4-credit hour courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CHEM 301/L	Organic Chemistry I/Lab	
CHEM 302/L	Organic Chemistry II/Lab	
CHEM 322	Analytical Chemistry	
MSC 341	Chemical Oceanography	
		<b>Subtotal: 8</b>

**Marine Science Majors with an Oceanography Emphasis** must complete the following 18 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSC 306	Marine Geology	4
MSC 308	Physical Oceanography	3
MSC 431	Oceanographic Techniques#	1
	(#MSC 431 is a variable 1-4 credit hour course, depending on the semester and topic)	
MSC or BIOL xxx	Upper division MSC or BIOL (300 & above) courses	10

**OR**

**Marine Science Majors with a Marine Biology Emphasis** must complete the following 18 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 190	Biological Unity	3
MSC 310WR	Marine Ecology	4
MSC or BIOL xxx	Upper division MSC or BIOL (300 & above) courses #	11
	(Two of these courses must be organismal*; see below for choices)	

**Subtotal: 18**

**Total for major: 68**

\***Organismal courses** offered are MSC/BIOL 302, MSC/BIOL 304WI, MSC/BIOL 330, MSC 408, BIOL 301WR, BIOL 303, BIOL 305, BIOL 307, BIOL 312, BIOL 380, BIOL 382 and BIOL 406.

#No more than four (4) credit hours each and no more than eight (8) hours total may come from the following three (3) categories: Independent Study (BIOL/MSC 387, 388, 487, 488), Departmental Honors (BIOL/MSC 397, 398, 497, 498), Internship (BIOL/MSC 490).

**Marine Science Major Important Notes:**



- For students that double major in Marine Science and either Biology or Chemistry [Biochemistry track], only courses that are required for both majors may be counted towards both majors. Upper division electives may not be counted toward both majors simultaneously.
  - Students double majoring in Biology and Marine Science must take all of the required courses for each major.
  - Two writing intensive (WI or WR) courses must be completed with a minimum grade of “C-“. One must be a 300- or 400-level MSC course; the other WI course may be from any discipline.
  - A minimum grade of “C” is required of Marine Science majors in the following courses: MSC 111, MSC 112, MSC 113, MSC 114, BIOL 190, BIOL 223SI, and BIOL 470.
  - A minimum grade of “C” is required of Marine Science majors in allied courses: PHYS 111, PHYS 112, PHYS 151, PHYS 152, MATH 140, MATH 206, CHEM 103, CHEM 104, CHEM 301/L, CHEM 302/L, CHEM 322, and MSC 431.
- Marine Science majors must take an exit exam designated by the department during their senior year or as part of MSC 470.

### MINOR REQUIREMENTS

A Marine Science minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSC 111	Introduction to Oceanography	3
MSC 112	Introduction to Oceanography Laboratory	3
MSC 113	Introduction to Marine Biology	3
MSC 114	Introduction to Marine Biology Laboratory	3
MSC 306	Marine Geology	4
or MSC 310WR	Marine Ecology	
MSC xxx	One 300 or 400 level MSC lab course	4
		<b>Total: 20</b>

### MARINE SCIENCE EDUCATION – SECONDARY LEVEL

Students who plan to teach Marine Science on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

## Mathematics

The study of Mathematics provides not only the tools for understanding the world but also preparation for exciting and varied careers. All branches of research, actuarial science, engineering and medicine are just a few of the areas that are today employing mathematicians.

### MAJOR REQUIREMENTS

All mathematics majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 170	Introduction to Scientific & Engineering Programming	3
MATH 140	Calculus I	4
MATH 141	Calculus II	4
MATH 220WI	Mathematics & Reasoning	3
MATH 300	Calculus III	4

MATH 315*	Probability	3
MATH 320*	Linear Algebra	3
MATH 331	Differential Equations	3
MATH 400SI	History of Mathematics	3
MATH 430	Reading List	2
MATH xxx	Choose two (2) courses* from MATH 307, 411, 412, 423	6
MATH xxx	Choose one (1) course* from MATH 316, 351, 354, 420	3
MATH xxx	Choose six (6) additional credit hours* in MATH courses numbered above 300	6
XXX xxx	Choose one (1) sequence from the following: CHEM 103-104, PHYS 151-152	8

**Total: 55**

**\*PLEASE NOTE:** MATH majors are required to complete one (1) of the following two-course sequences: MATH 315 & MATH 316, MATH 320 & MATH 420, MATH 351 & MATH 354, or MATH 411 & MATH 412

### MATHEMATICS CONCENTRATIONS

Mathematics majors may elect, **but are not required**, to add one of the following concentrations to their program.

#### Actuarial Science

A student who wants to prepare for a career in actuarial science and to take the first two (2) actuarial examinations should complete the requirements for a major in mathematics, including MATH 316 and MATH 354.

#### Engineering Mathematics

Students interested in the engineering mathematics concentration within the Department of Mathematics should complete the requirements for a major in mathematics, including:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EE/ME 100	Engineering Orientation	2
ME 102	Engineering Graphics	2
EE 200	Circuit Analysis	4
ME 210	Mechanics, Statics	3
ME 211	Mechanics, Dynamics	3
EE/ME 230WS	Technical Communication	3
ME 311	Thermodynamics	3
PHYS 151	General Physics: Mechanics	4
PHYS 152	General Physics: Electricity & Magnetism	4
PHYS 300	Intermediate Modern Physics	4

**Total: 32**

### MATHEMATICS MAJOR Important Notes:

- MATH majors are required to complete one (1) of the following two-course sequences: MATH 315 & MATH 316, MATH 320 & MATH 420, MATH 351 & MATH 354, or MATH 411 & MATH 412
- Entering freshmen will usually take MATH 140; students needing additional preparation may take MATH 110.

- Students interested in graduate study should consider applying to JU’s Wilson Scholarship Fund, which provides tuition for JU graduates to study engineering, mathematics, or physics at Columbia University, Cornell University or Harvard University. Interested students should contact the Chair of the Department of Mathematics.

### MINOR REQUIREMENTS

There are two (2) minors in Mathematics – Mathematics and Applied Mathematics.

Students planning to attend graduate school in Engineering, Physics or Chemistry are encouraged to pursue the minor in Mathematics due to the theoretical nature of the mathematics they may encounter in graduate school.

#### Mathematics Minor

Eighteen (18) semester credit hours in mathematics courses are required, including:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 220WI	Mathematics & Reasoning	3
MATH 300	Calculus III	4
MATH xxx	At least six (6) additional credit hours in mathematics courses numbered above 300	6
MATH xxx	Additional five (5) credit hours in mathematics courses	5
		<b>Total: 18</b>

#### Applied Mathematics Minor

Eighteen (18) semester credit hours in mathematics courses are required, including:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 300	Calculus III	4
MATH 320	Linear Algebra	3
MATH 331	Differential Equations	3
MATH xxx	At least three (3) additional credit hours in mathematics courses numbered above 300	3
MATH xxx	Additional five (5) credit hours in mathematics courses	5
		<b>Total: 18</b>

### MATHEMATICS EDUCATION - SECONDARY LEVEL

Students who plan to teach Mathematics on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

### Medical Humanities Minor

Medical Humanities is a burgeoning interdisciplinary field that brings the insights and discoveries of the humanities, the arts, and the social sciences to bear on the practice of medicine. A minor in this field will serve JU's significant population of students interested in pursuing professions in the health care industry. Medicine by its very nature must connect the knowledge, research, and expertise of the sciences to the realm of the human. Medical practitioners can improve their practice by learning to engage critically with a patient's individual story, by confronting their own biases and preconceptions about different cultural understandings of medicine and the body, and by weighing in on the moral and ethical issues that surround medical practice (Hawkins and McEntyre, 2000). The humanities, the social

sciences, and the arts offer students an important opportunity to consider the real world and implications of scientific principles scaled to the human. In this way, the medical humanities minor serves as a perfect complement to pre-health majors. In addition, experiences with illness, mortality, disability, and bioethics affect all of us. Students curious about these most fundamental of human experiences are also encouraged to add this minor.

### MINOR REQUIREMENTS

A Medical Humanities minor requires a minimum of 15 credit hours selected from the following courses, of which at least 12 hours must be at the 300 level or above:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 410	Health Communication	3
ENGL 411	Medical Autobiography	3
HUM 410	Disasters and Disease in the Humanities	3
MHUM 189	Core Seminar in Medical Humanities	3
MHUM 375	Special Topics in Medical Humanities	3
MHUM 401	Illness, Health & Narrative	3
MHUM 472	Special Topics in Medical Humanities	3
PHIL 410	Phenomenology and Embodiment	3
PHIL 412	Biomedical Ethics	3
SOC 415	Human Sexuality	3
THEA 310	Acting for the Healthcare Sciences	3

### Middle East/Asia Studies Minor

The Middle East/Asia Studies minor combines interdisciplinary courses from a broad spectrum across the campus. Courses examine the cultures from a variety of perspectives from a socio-cultural perspective including regional and cultural geography, art, history, politics, the humanities and the history of mathematical and scientific contributions. The Middle East/Asia Studies minor complements many majors offered at Jacksonville University and contributes to preparation for a variety of professions in an increasingly globalized economy. Students who complete the Middle East/Asia Studies minor will have a background to understand the region in a dynamic and comparative context. It further prepares students for graduate study. Middle East/Asia Studies encompasses not only the study of the regions, but also the flows of migration, diasporas, refugees, ideas, literatures, social movements, war, and natural resources that make the region pivotal to world history and the global economy.

Students should select courses with consideration of the following:

1. Consultation with academic advisor.
2. University requirements for the Core Curriculum.
3. Electives.
4. Noting any prerequisites for individually selected courses.
5. Making sure that special topic courses and study abroad are topic appropriate and approved in advance by the faculty member with oversight of the minor.

### MINOR REQUIREMENTS

A Middle East/Asia Studies minor consists of the following 15 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GEOG 301 <sup>1</sup>	Geography of Asia	3

<b>and</b> HUM 370	Non-Western Humanities	3
<b>OR</b>		
GEOG 303 <sup>2</sup>	Geography of Middle East	(3)
<b>and</b> HUM 350	Culture & Diversity in the Middle East	(3)
		<b>Subtotal: 6</b>

**AND** three (3) additional 3-credit hour courses selected from the following list:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ARH 325	Art Beyond the West	
GEOG 301 <sup>1</sup>	Geography of Asia	
GEOG 303 <sup>2</sup>	Geography of Middle East	
HUM 311	Ancient Cultures	
HUM 350	Culture & Diversity in the Middle East	
HUM 370	Non-Western Humanities	
IS 302 <sup>1</sup>	East Asia	
IS 303 <sup>2</sup>	Middle East	
IS 320	Modern China	
MATH 400SI	History of Mathematics	
PHIL/RELG 310	East Asian Philosophy and Religion	
RELG 101	World Religions	
		<b>Subtotal: 9</b>
		<b>Total: 15</b>

<sup>1</sup> GEOG 301 and IS 302 are crosslisted courses. Credit can only be awarded for one course.

<sup>2</sup> GEOG 303 and IS 303 are crosslisted courses. Credit can only be awarded for one course.

#### **MIDDLE EAST/ASIA STUDIES MINOR Important Notes:**

- The minor consists of a minimum of 15 credit hours, 3 of which may include a conversational foreign language in an appropriate culture approved by the Chair of the Foreign Languages Department.
- No course taken in the Middle East/Asia Studies minor may be used to fulfill the University Language requirement. Conversational or beginning Arabic may be taken online or as transfer credit and requires approval in advance by the Chair of the Foreign Languages Department.
- Only one (1) of the additional Geography courses can apply toward the minor.
- Only one (1) of the additional International Studies courses can apply toward the minor.
- There are no prerequisites courses for the minor unless required by a selected course.
- On Study Abroad trips all courses must be approved in advance by Dr. Carole Barnett or Dr. Ray Oldakowski and be location and content appropriate for earned credit.

## Philosophy

The philosophy major introduces the student to the tradition of philosophical reasoning about the nature of the world, the limits of human knowledge, and the proper course of human conduct. The curriculum is designed to introduce students to the full range of philosophical thinking, from ontology and metaphysics to ethics and epistemology. Rather than stress a particular content or approach to philosophy, the goal of the program is to graduate majors who have developed the habit of thinking and writing about complex philosophical issues in a critical and rigorous manner.

The philosophy program emphasizes the reading of primary texts in the philosophical tradition. In sharp contrast to the deductive presentation favored by many textbooks that conceal the origin of the knowledge they present, the use of primary texts permits the student to follow the path of discovery traveled by the founders of the philosophical tradition. This approach encourages a confidence in the ability to reason by showing students that they are equally capable of using reason to resolve difficult problems. This unique training is an ideal course of study for students who desire a solid liberal arts education.

A philosophy major is an excellent preparation for graduate or professional school and provides an outstanding foundation for careers in journalism, politics, civil service, advertising, law, medicine, public policy, education, business, marketing and public relations.

Philosophy also is an ideal double major for those seeking to combine a solid training in the liberal arts with a more practically oriented vocational degree.

All philosophy courses listed count toward a major in philosophy. A major consists of at least 30 credit hours of philosophy courses and a maximum of 42 credit hours. The major consists of four required courses and six electives.

In addition, all philosophy majors must satisfy the University speech and writing requirements. The former can be satisfied by taking a speech intensive course, such as Introduction to General Speech Communication (COMM 201SI) or Introduction to Persuasive Speaking (COMM 202SI). The latter can be satisfied by taking a writing intensive course, such as Research Writing in the Disciplines (ENGL 214WI).

The Philosophy major is offered as a Bachelor of Arts degree only.

### MAJOR REQUIREMENTS

Philosophy majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PHIL 101 or PHIL 189	Introduction to Philosophy Philosophy Core Seminar	3
PHIL 212	Ethics	3
PHIL 301 or PHIL 303	Ancient Philosophy Modern Philosophy	3
PHIL/MATH 330	Symbolic Logic	3
<b>Subtotal: 12</b>		

**AND** six (6) additional Philosophy elective courses, **at least four of which are 300-level or above**, chosen from the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PHIL 101	Introduction to Philosophy	
PHIL 189	Core Seminar <i>(May be repeated for credit with topic change)</i>	
PHIL/SUST 215	Environmental Ethics	
PHIL 221	Philosophy of Art	
PHIL 301	Ancient Philosophy	
PHIL 303	Modern Philosophy	
PHIL/RELG 305	Philosophy of Religion	

PHIL/RELG 310	East Asian Philosophy and Religion
PHIL 311	Political Philosophy
PHIL 331	Existentialism
PHIL 375	Selected Topics in Philosophy ( <i>May be repeated for credit with topic change</i> )
PHIL 405	Nietzsche
PHIL 410	Phenomenology and Embodiment
PHIL 412	Biomedical Ethics

**Subtotal: 18**

**AND:**

XX xxx	Any speech intensive(SI) course	<b>3</b>
XX xxx	Any writing intensive (WI) course	<b>3</b>

**Subtotal: 6**

**Total: 36**

**MINOR REQUIREMENTS**

A minor in Philosophy consists of at least 15 credit hours of philosophy courses, of which a minimum of nine credit hours must be in courses numbered 300 or above.

**Physics**

A major in Physics provides the student with an understanding of the basic laws of nature and physical phenomena at the macroscopic and microscopic levels. Students choose between two (2) program options:

- **Physics** – This option is intended for students who wish to pursue graduate study in physics, conduct research in physics, and/or teach physics.
- **Engineering Physics** – This option is intended for students who wish to teach physics or engineering and/or work in fields related to engineering and physics that do not require a complete set of advanced engineering or physics training (e.g., engineering technologist, lab technician, sustainability). Particularly, an Engineering Physics major is typically not considered sufficient preparation for graduate study in Engineering or Physics.

In both options, the student acquires knowledge of the fundamental laws of the physical universe, mathematical methods in physics, and great familiarity with research and laboratory techniques.

**MAJOR REQUIREMENTS**

**Physics Option Requirements:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PHYS 101	Freshman Physics Seminar	1
PHYS 151	General Physics: Mechanics with lab	4
PHYS 152	General Physics: Electricity & Magnetism with lab	4
PHYS 208	Optics	4
PHYS 250RI	Research Methods in Physics	2
PHYS 300	Intermediate Modern Physics	4
PHYS 305	Classical Mechanics	3
PHYS 310	Electromagnetic Theory I	3
PHYS 311	Electromagnetic Theory II	3

PHYS 410WS	Senior Physics Seminar I	1
PHYS 413	Quantum Mechanics	3
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
CS 170	Introduction to Scientific and Engineering Programming	3
or CS xxx	or other approved programming language course	
MATH 140	Calculus I	4
MATH 141	Calculus II	4
MATH 300	Calculus III	4
MATH 331	Differential Equations	3
MATH xxx	One (1) MATH elective course chosen from: MATH 315, MATH 316, MATH 320, MATH 351, MATH 354, MATH 411, MATH 412, or MATH 423	3
ME 230WS	Technical Communication	3

**Total: 64**

**Engineering Physics Option Requirements:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EE 100/ME 100	Engineering Orientation	2 or 1
or PHYS 101	or Freshman Physics Seminar	
PHYS 151	General Physics: Mechanics with lab	4
PHYS 152	General Physics: Electricity & Magnetism with lab	4
PHYS 250RI	Research Methods in Physics	2
PHYS 300	Intermediate Modern Physics	4
PHYS 410WS	Senior Physics Seminar I	1
CHEM 103	General Chemistry I	4
CS 170	Introduction to Scientific and Engineering Programming	3
or CS xxx	or other approved programming language course	
MATH 140	Calculus I	4
MATH 141	Calculus II	4
MATH 300	Calculus III	4
MATH 331	Differential Equations	3
MATH xxx	One (1) MATH elective course chosen from: MATH 315, MATH 316, MATH 320, MATH 351, MATH 354, MATH 411, MATH 412, or MATH 423	3
ME 230WS	Technical Communication	3

**Subtotal: 44-45**

**AND** any two (2) of the following **PHYS** courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PHYS 208	Optics	4
PHYS 305	Classical Mechanics	3
PHYS 310	Electromagnetic Theory I	3
PHYS 311	Electromagnetic Theory II	3
PHYS 413	Quantum Mechanics	3

**Subtotal: 6-7**

**AND** any two (2) ME or EE courses numbered between 199 and 299  
(totaling between 6 and 8 credit hours)

**Subtotal: 6-8**



**AND** any two (2) ME or EE courses numbered above 300  
(totaling between 6 and 8 credit hours)

**Subtotal: 6-8**

**Total: 62-68**

### MINOR REQUIREMENTS

A minor in Physics consists of 17 credit hours in physics courses, which must include the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PHYS 101	Freshman Physics Seminar	1
PHYS 151	General Physics: Mechanics	4
PHYS 152	General Physics: Electricity & Magnetism	4
PHYS 250RI	Research Methods in Physics	2
PHYS xxx	Additional six (6) credit hours of physics courses numbered 200 or higher for a minimum of 17 credit hours	6
		<b>Total: 17</b>

### PHYSICS EDUCATION - SECONDARY LEVEL

Students who plan to teach Physics on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

---

## Political Science

The study of political science enables students to understand how political systems are organized and operate on the local, state, national, and international levels. Majors in political science are prepared for graduate studies as well as a wide variety of professional options including government service, law, business, teaching, research and international relations.

### MAJOR REQUIREMENTS

Political Science majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
POL 205	American National Government & Politics	3
POL 208	International Politics	3
POL 211	Quantitative Methods for the Social Sciences	3
POL 302	Comparative Political Systems	3
POL 420	Methods of Social Research	3
POL xxx	Additional 18 credit hours of 300-400 level political science courses	18
XXX xxx	Any writing-intensive(WI) course*	3
XXX xxx	Any speech-intensive(SI) course	3
		<b>Total: 39</b>

\*GEOG 341WI, POL 341WI, or SOC 341WI: Writing for the Social Sciences is recommended.

### MINOR REQUIREMENTS

A political science minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
POL 205	American National Government & Politics	3

POL xxx	Additional 12 credit hours of political science courses; at least 9 credit hours at the 300-400 level	12
		<b>Total: 15</b>

## Pre-Professional Programs

Jacksonville University has been very successful in placing graduates in professional programs. Students have a number of options in choosing major fields and specific courses within basic admissions requirements for professional schools so careful advising is essential.

### **PRE-LAW**

Students who plan to attend law school should consult with the pre-law advisor in JU's Public Policy Institute early in their undergraduate careers. Law schools do not favor any set pre-law program or major. They do advise students to select majors and courses that are intellectually stimulating and which require precision of thought and expression. For further information or questions, please contact the Office of Admissions.

### **PRE-HEALTH PROFESSIONS**

#### **(Dentistry, Medicine, Physician's Assistant, Optometry, Pharmacy, Physical Therapy, Veterinary Medicine, Public Health)**

Many students entering Jacksonville University hope to one day have a career in a health profession, such as medicine, dentistry, pharmacy, physician's assistant, public health, physical therapy, or veterinary medicine. In order to successfully apply to a health professional school following graduation from Jacksonville University, students must successfully complete various undergraduate science courses, as well as courses from other disciplines. These undergraduate prerequisites are determined by the individual health professional schools, and may vary somewhat between institutions. The following information and suggested course list provide general information to JU students interested in preparing for a Health Professions career. JU students are strongly encouraged to seek out their advisor and JU Pre Health Professions advisors for additional detailed information regarding preparation for application to medical school or other health professions.

Many students wishing to pursue a career in medical school or another health profession choose to obtain an undergraduate major in Biology or Chemistry. However, there is actually not a requirement for any specific major in order to apply to a health professional school. Overall, these schools look for well-rounded individuals who have demonstrated the ability to use their intellect. However, regardless of major chosen, a student must fulfill specific undergraduate course prerequisites for the professional school to which he/she would like to apply. Many schools have similar basic undergraduate science course requirements, with varying recommendations for additional coursework in the sciences and other subjects. For instance, most medical and health professional schools require at least 8 hours of Biology. Examples of additional science courses that may be required by such schools include Human Anatomy and Physiology (Physician's Assistant and Physical Therapist), Biochemistry (Pharmacy), and Genetics (Veterinary Medicine).

It is very important for JU students intending to pursue a career in a health profession to work closely with their faculty advisor and/or JU Pre Health Professions advisors early and regularly, in order to stay on track with meeting entrance and course requirements. Additionally, it is strongly advised that JU students closely read the websites of professional schools to which they may apply to understand

specific undergraduate course and entrance exam requirements that a particular school may have. Students are also encouraged to join JUMPS, the Jacksonville University Medical Pre-Professional Society, which holds meetings throughout the year on topics relevant to Pre-Health Profession students. Below is a list of courses that will help prepare JU students for successful application to a Health Professional school. These requirements encompass the material needed for the Medical College Admission Test (MCAT), which is required by all but a few medical schools in the U.S. These courses also comprise the information needed for basic background for the study of medicine as well as admission to most other health professional programs. The requirements are to be regarded as minimal for either purpose.

### PRE-HEALTH PROFESSIONS BASIC COURSE RECOMMENDATIONS

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 180*	Biology Diversity	4
BIOL 190*	Biological Unity	3
BIOL 290*	Basic Laboratory Techniques in Biology	3
CHEM 103*	General Chemistry I	4
CHEM 104*	General Chemistry II	4
CHEM 301/L	Organic Chemistry I	4
CHEM 302/L	Organic Chemistry II	4
PHYS 111	Principles of Physics I	4
PHYS 112	Principles of Physics II	4
MATH 140*	Calculus I	4
		<b>Total: 38</b>

\* Prerequisite for select 300/400-level BIOL courses. Specific prerequisites are listed for each course in the Course Descriptions portion of the catalog. These may be waived in certain cases by permission of the faculty teaching upper division courses.

In addition to the basic requirements, the following courses are recommended for strengthening the student's scientific foundations, and good performance in these courses will also make the student a stronger candidate for admission to the program of their choice. The courses that an individual student should take will vary with the student's intended career path and the professional school(s) to which they are intending to apply. The student should always review the requirements of their intended school(s) and work closely with their JU advisor.

### ADDITIONAL RECOMMENDED COURSES

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 301WR	Microbiology (Prerequisites: "C" or better in CHEM 104; and either MSC 113 & MSC 114, or BIOL 280 & BIOL 290, or BIOL 290 & CHEM 322; and either CHEM 211SI, or BIOL 223SI)	4
BIOL 305	Comparative Vertebrate Anatomy (Prerequisites: "C" or better in BIOL 190; and either BIOL 280, or MSC 113 & MSC 114)	4
BIOL 308	Principles of Immunology (Prerequisite: "C" or better in BIOL 290)	4
BIOL 309	Animal Physiology (Prerequisites: "C" or better in BIOL 180 and CHEM 104; and either BIOL 290 or MSC 113 & MSC 114; recommended: CHEM 301/L).	4

BIOL 320 WI	Human Ecology, Infectious and Zoonotic Disease (Prerequisites: BIOL 223SI; and BIOL 190; and either BIOL 280 or MSC 113 & MSC 114)	4
BIOL 322	Medical Microbiology (Prerequisites: "C" or better in CHEM 104; and either BIOL 223SI or CHEM 211SI; and either BIOL 290 or MSC 113 & MSC 114)	4
BIOL 337	Genetics (Prerequisites: "C" or better in CHEM 104 and BIOL 290)	3
BIOL 402WR	Cell Biology (Prerequisites: "C" or better in either BIOL 223SI, or CHEM 211SI; and either BIOL 290, or MSC 113 & MSC 114)	4
BIOL 430#	Special Topics: Wildlife Disease Ecology (Prerequisites: "C" or better in BIOL 280, BIOL 290, and BIOL 223SI)	4
BIOL/CHEM 435 WI	Biochemistry I (Prerequisites: "C" or better in CHEM 302; and BIOL 190; and either BIOL 290, CHEM 322, or MSC 113 & MSC 114 (BIOL 290 strongly recommended)).	4
BIOL/CHEM 436	Biochemistry II (Prerequisites: "C" or better in BIOL 435WI or CHEM 435WI)	4
CHEM 322	Analytical Chemistry (Prerequisite: "C" or better in CHEM 104)	4
CHEM 323	Instrumental Analysis (Prerequisite: "C" or better in CHEM 104)	4
PSYC 201	Introductory Psychology	3
SOC 203	Introductory Sociology	3

# BIOL 430 denotes a special topics course. Special topics courses vary in theme and not all special topics courses are applicable to students pursuing a health profession. However, students interested in some health professions may find the Wildlife Disease Ecology course beneficial and may wish to take it when it is offered.

In addition to successful completion of course requirements, programs leading to degrees in the health professions often recommend and/or require students to show evidence of completing numerous experiential hours (e.g., volunteerism, clinical shadowing, research, internships, work experience) related to the health profession. Programs may differ in the minimum expected, so it is important to check the recommendations of individual programs early and often. Involvement in student clubs, service organizations, and other extracurricular activities also help students develop additional skills complementary to future work in the health professions.

A variety of internship programs with either Research or Clinical/Practical Professional orientation are available to JU students. JU students collaborate with mentors at the Mayo Clinic, UF Health Jacksonville and other institutions. The faculty and staff at JU work with these institutions to identify and encourage minorities and other students who are interested in careers in research and medicine through these internships. JU has also devised numerous shadowing, internship, and research projects for students at other medical and dental facilities, as well as an array of veterinary sites.

### **BACHELOR'S DEGREE IN CONJUNCTION WITH PROFESSIONAL SCHOOLS**

Jacksonville University's policy is to grant a bachelor's degree to a student who attended JU for three years, then successfully completes at least one year at a professional school qualified under transfer credit policies and in a field related to the major pursued at JU. The following qualifications and procedures apply:

- Before leaving Jacksonville University, the student must:
  - Complete all core curriculum courses required for the expected degree.
  - Complete all specific course requirements for the major pursued, as well as other major requirements, to the extent that no more than 12 credit hours of electives in the major remain to be taken.
  - Have an overall GPA of 3.0 or higher, qualify according to the rules of transfer, and complete a total of 120 semester credit hours
- Acceptable professional schools for this special consideration must be accredited to grant degrees in the following fields:
  - Medicine (MD, DO, PA) or podiatry
  - Dentistry
  - Physical Therapy
  - Veterinary Medicine
  - Pharmacy
  - Optometry
  - Occupational Therapy
  - Law
  - Chiropractic Medicine
- In order to qualify for this consideration, the student must:
  - Apply for graduation, using the appropriate JU Graduation Application Form.
  - Furnish complete transcripts of the academic record at the professional school.
  - Be approved by the major department at JU.
  - Be approved by the appropriate academic dean.
  - Be approved by a majority vote of the University Faculty.

## Psychology

The Department of Psychology offers the student exposure to the entire field of psychology in both theoretical and applied areas of the discipline. Such an orientation prepares a student for immediate entry into the workforce or for advanced study. Independent study programs are encouraged and student internships are made available in all areas of psychology.

Introductory Psychology (PSYC 201) is a prerequisite for all psychology courses.

### MAJOR REQUIREMENTS

Psychology majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PSYC 201	Introductory Psychology	3
PSYC 211	Quantitative Methods for the Social Sciences	3
PSYC 311	Research Methods and Statistics I: Foundations	3
PSYC 411WI	Research Methods and Statistics II: Applications	3
XX xxx	Any speech-intensive(SI) course	3
		<b>Subtotal: 15</b>

Choose three additional 3-credit hour courses from the following applied areas:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PSYC 301	Abnormal Psychology	

PSYC 310	Theories of Counseling & Psychotherapy	
PSYC 336	Family Therapy and Family Systems	
PSYC 377	Industrial Psychology	
PSYC 380	Personality Theories	
PSYC 401	Environmental Psychology	
PSYC 420	Medical Psychology	
		<b>Subtotal: 9</b>

Choose three additional 3-credit hour courses from the following basic research areas:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PSYC 210	Human Growth & Development	
PSYC 375	Social Psychology	
PSYC 309	History & Systems of Psychology	
PSYC 351	Physiological Psychology	
PSYC 352	Learning & Cognition	
PSYC 413	Psychology of Religion	
PSYC 417	Advanced Child Development	
		<b>Subtotal: 9</b>

Choose two additional 3-credit hour Psychology elective courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PSYC xxx	Any PSYC courses not used above	6
		<b>Subtotal: 6</b>
		<b>Total: 39</b>

### MINOR REQUIREMENTS

A psychology minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PSYC 201	Introductory Psychology	3
PSYC xxx	Additional 12 credit hours of psychology courses (May include only one (1) special topics course)	12
		<b>Total: 15</b>

### Public Policy Minor

The Jacksonville University Public Policy Institute offers a minor in public policy to prepare students for career paths in public, private and non-profit sectors and for graduate students in public policy and other disciplines. The public policy minor includes two required courses (6 credit hours) and three elective courses (9 credit hours).

### MINOR REQUIREMENTS

A Public Policy minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
POL 310	Public Policy	3
POL 420	Methods of Social Research	3
		<b>Subtotal: 6</b>

**AND** three (3) elective courses selected from the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 381	Economic Policy Analysis	
KIN 324/CSD 324	Ethics & Policy in the Health Sciences	
NUR 452WI	Nursing Leadership and Health Care Policy	
POL 303	Political Parties and Politics	
POL 309	Courts and the Constitution in American Politics	
POL 312	Public Administration	
POL 314	National Security Policy	
POL 401	Political Theory	
POL 403	American Foreign Policy	
POL 425	Public Opinion & Survey Research Methods	

**Subtotal: 9**

**Total: 15**

**NOTE:** Credit received for POL 420 (3 credit hours) and one other approved minor in Public Policy course (3 credit hours) may count toward the student's declared major and the Public Policy minor. For all other courses, credit may be applied to only the major **OR** the Public Policy minor.

## Religion Minor

Courses in religion are designed to train students in the critical examination of traditions, doctrines, rituals, literature, and cultures of a wide variety of belief systems. The student is introduced to critical and survey methodologies in Biblical studies and the investigation of ancient and modern belief systems.

The religion curriculum is intended to function as a preparation for professional schools as well as a general enhancement of the liberal education. The religious beliefs, traditions, and practices of all faiths are treated with academic respect.

All religion courses listed count toward a minor in religion. A minor consists of a minimum of 15 credit hours in religion. These include two required courses and three electives.

### MINOR REQUIREMENTS

A Religion minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
RELG 101	World Religions	3
RELG 210	Biblical History and Literature	3
		<b>Subtotal: 6</b>

**Additionally,** choose three (3) courses chosen from the following to complete the minor:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
RELG 305	Philosophy of Religion	
RELG 310	East Asian Philosophy and Religion	
RELG 350	Special Topics in Religion (May repeat for credit with topic change)	

**Subtotal: 9**  
**Total: 15**

---

## ROTC - Naval Science and Military Science

### **NAVAL RESERVE OFFICERS TRAINING CORPS (NROTC)**

The mission of the NROTC is to prepare future leaders who are mentally, morally, and physically educated, and who are ready and fully equipped to serve their country as United States Navy and Marine Corps officers. The NROTC program is designed to support the student's academic major with specified university courses and naval professional courses. NROTC graduates will:

1. Understand the fundamental roles and missions of the United States Navy and the importance of sea power to our national interests;
2. Know the concepts and principles of leadership;
3. Appreciate national security requirements;
4. Gain a strong sense of personal integrity, honor, and individual responsibility; and
5. Attain an educational background which will allow advanced/continuing education later in their careers in a field of application and interest to the naval service.

There are two phases (or "courses") of NROTC, a "basic phase" taken during the freshman and sophomore years and an "advanced phase" taken in the junior and senior years.

There are five program options available — three NROTC Scholarship Programs and two NROTC College Programs.

### **NROTC SCHOLARSHIP PROGRAM**

This option provides tuition, and certain associated fees, textbooks, uniforms, and a monthly subsistence allowance. Selected students enter into a contract with the Department of the Navy in which they agree to enlist as a midshipman in the U.S. Navy Reserve or the U.S. Marine Corps Reserve while concurrently pursuing a baccalaureate degree, participating in Naval Science courses and drills, and completing summer training periods. All scholarship applicants are evaluated by a scholarship selection panel, and the application process can vary based on length of scholarship desired.

#### **National Scholarship**

This option is available to first-year college freshmen, or college students with less than 30 credit hours. Scholarship recipients receive full tuition benefits, and certain associated fees, uniforms, a textbook stipend each semester, and a monthly subsistence allowance for a maximum of 40 months. National scholarship students must also complete three summer training periods. These scholarships are awarded through a highly-competitive national selection process. For further details, visit [www.nrotc.navy.mil/scholarships.aspx](http://www.nrotc.navy.mil/scholarships.aspx)

#### **Two and Three-Year Scholarships**

These options provide the same benefits as the national scholarship. To be considered, students must have at least 30 semester hours but no more than 120. The length of the scholarship is predicated upon the student's degree plan. Students will receive scholarship benefits only for the time required to complete their baccalaureate degree or initial length of scholarship, whichever comes first.



For two-year scholarships, students must be eligible for enrollment in the NROTC program's advanced courses at the college or university where the NROTC program is offered as well as be selected for Advanced Standing, which entitles a non-scholarship student to continue in the NROTC program, receive a monthly subsistence stipend and ultimately earn a commission as an officer.

Upon graduation scholarship midshipmen are commissioned as Ensigns in the U.S. Navy, and serve on active duty for a minimum of five years; or as Second Lieutenants in the U.S. Marine Corps, and serve on active duty for a minimum of four years.

## **NROTC COLLEGE PROGRAM**

The College Program is a non-scholarship option available to students who desire to participate in the program while not incurring an obligation to the Navy. Admitted students agree to take certain Naval Science courses, university-taught courses, and participate in drill periods. College program students are eligible to compete for NROTC scholarships based on academic grades and military aptitude. Qualified individuals are nominated yearly by the Professor of Naval Science, and if selected, receive all the benefits of the scholarship program. Upon graduation, college program students (who earn Advanced Standing) are commissioned as officers in the U.S. Navy or U.S. Marine Corps and serve on active duty for a minimum of three years.

### **College Program**

Interested students must apply prior to the commencement of their sophomore year. Additionally, College Program students must be selected for a two- or three-year scholarship or Advanced Standing by the start of their junior year of college. Selected students will enlist in the U.S. Navy Reserve. In return, the Navy provides uniforms, Naval Science textbooks, and pays students a monthly subsistence allowance during the junior and senior years for a maximum of 20 months.

### **Two-Year College Program**

Students must apply and be selected for Advanced Standing, which is only available during starting the junior year of college, and qualify for enrollment in the NROTC Program's advanced courses at colleges or universities where NROTC is offered. The Chief of Naval Education and Training requires successful completion of summer training immediately before beginning the two-year program. The summer course of instruction, referred to as the Naval Science Institute (NSI), provides Naval Science courses and drill training equivalent to the NROTC basic course. Those enrolled in the Two-Year College Program will have the same privileges and obligations as advanced standing students in the Four-Year College Program.

Students who do not qualify for enrollment in either the scholarship or college program may enroll in Naval Science courses for academic credit only. They will not be eligible for appointment as a commissioned officer.

## **ELIGIBILITY REQUIREMENTS**

1. Must be a citizen of the United States and present official certified proof of citizenship.
2. Applicants for the Scholarship Program must be at least 17 years old on or before 1 September of the year of enrollment, and must be under 27 years old on 30 June of the calendar year in which commissioned. Applicants with prior military service may be eligible for age adjustments for amount of time equal to their prior service, on a month-by-month basis, for a maximum of 36 months, if they will not reach their 30th birthday by December 31 of the year that graduation and commissioning are anticipated.

3. Must have high moral standards and officer like character evidenced by appearance, scholarship, extracurricular activities, and involvement in the community. Criminal conviction is normally disqualifying.
4. Scholarship students must meet the physical qualification standards set by the U.S. Navy's Bureau of Medicine. College Program students must meet the standards prior to entering advanced standing. Students must meet initial screening standards.
5. Must meet Department of the Navy requirements concerning prior use of narcotics and/or other related drugs.

### **SUMMER TRAINING REQUIREMENTS**

Scholarship students go on summer training for up to 30 days during each of their three college summers. The first summer training includes exposure to aviation, submarine, surface, and amphibious specialties both ashore and afloat. The second summer is at-sea training aboard operational U.S. Navy ships. During the third summer candidates train aboard operational ships or aviation squadrons, nurse midshipmen train at a Navy hospital, and Marine Corps candidates train at U.S. Marine Corps Base, Quantico, Virginia. The Navy provides transportation to and from sites, subsistence and living quarters, and training pay during the summer training periods.

Students interested in becoming a member of the NROTC program at Jacksonville University should contact the unit recruiter at 904.256.7486 or email [recruiter@ju.edu](mailto:recruiter@ju.edu).

### **NAVAL SCIENCE MINOR**

Although mainly utilized by members of the NROTC program, the Naval Science minor is open to all Jacksonville University students. Courses are designed to give students a basic understanding of the organization and operations of the United States Department of Defense (DoD), with a special focus on topics related to the Navy and/or Marine Corps. Students who earn a minor in Naval Science will:

- Understand the fundamental roles, missions and history of the United States Navy and Marine Corps, and the importance of sea power to our national interests.
- Learn practical watercraft piloting and navigation, especially as applies to Naval Operations. **(Navy Option only)**
- Become familiar with the principles of basic engineering and complex weapons systems. **(Navy Option Only)**
- Understand the historical development, structure and capabilities of the Marine Corps. **(Marine Option Only)**
- Comprehend the national security requirements of the United States.
- Appreciate the value of personal integrity, honor and individual responsibility.
- Learn and understand the concepts and principles of leadership, values and ethics.

### **RECOMMENDED SEQUENCE OF COURSES**

#### **Freshman Year**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 101	Introduction to Naval Science	2
NS 102	Seapower and Maritime Affairs	2
		<b>Total: 4</b>

#### **Sophomore Year**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 401	Leadership & Management	3

NS 301	Navigation and Naval Operations I	3
NS 313	Navigation Laboratory	1
		<b>Total: 7</b>

**Junior Year**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 201	Naval Ship Systems I (Combat Systems)	3
NS 202	Naval Ship Systems II (Engineering)	3
		<b>Total: 6</b>

**Senior Year**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 302	Navigation and Naval Operations II	3
NS 314	Navigation Laboratory	1
NS 402	Leadership & Ethics	3
		<b>Total: 7</b>

**Marine Corps Option <sup>1</sup>**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 310	Evolution of Warfare	3
NS 410	Fundamentals of Maneuver Warfare	3
		<b>Total: 6</b>

<sup>1</sup>. Marine Corps option students will complete NS 310 and NS 410 during the sophomore and junior years in lieu of NS 201-202 and NS 301-302/NS 313-314.

**MINOR REQUIREMENTS**

Students may minor in naval science under the College of Arts and Sciences. Students enrolled in the NROTC program must complete the Navy or Marine Corps requirements for this minor. Students enrolled in the Navy option program must take 24 credit hours to earn a minor in naval science. Students who choose the Marine Corps option course of study must complete 16 credit hours.

<u>Code</u>	<u>Course</u>	<u>Navy Credit</u>	<u>Marine Credit</u>
NS 101	Introduction to Naval Science	2	2
NS 102	Seapower & Maritime Affairs	2	2
NS 201	Naval Ships Systems I	3	n/a
NS 202	Naval Ships Systems II	3	n/a
NS 301	Navigation I	3	n/a
NS 313	Navigation I Lab	1	n/a
NS 302	Navigation II	3	n/a
NS 314	Navigation II Lab	1	n/a
NS 310	Evolution of Warfare	n/a	3
NS 410	Fundamentals of Maneuver Warfare	n/a	3
NS 401	Leadership & Management	3	3
NS 402	Leadership & Ethics	3	3
		<b>Total: 24</b>	<b>16</b>

---

## MILITARY SCIENCE (ARMY ROTC – UNIVERSITY OF NORTH FLORIDA)

The mission of the Army Reserve Officers Training Corps, which is administered at the University of North Florida, is to prepare and commission the future officer leadership of the United States Army and motivate young people to be better citizens. Army ROTC cadets will:

- Understand the fundamental roles and missions of the U.S. Army
- Know the concepts and principles of leadership, values and ethics
- Appreciate national security requirements
- Gain a strong sense of personal integrity, honor, and individual responsibility; and
- Attain the skills necessary to lead others through the most challenging of circumstances

### PROGRAM CURRICULUM

#### Freshman Year

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSL 100L	Leadership Laboratory I (0 credit course)	0
MSL 101	Fundamentals of Military Science I	1
MSL 102	Fundamentals of Military Science II	1
		<b>Total: 2</b>

#### Sophomore Year

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSL 200L	Leadership Laboratories II (0 credit course)	0
MSL 201	Introductions to Tactical Leadership II	2
MSL 202	Introductions to Tactical Leadership II	2
		<b>Total: 4</b>

#### Junior Year

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSL 300L	Leadership Laboratories III (0 credit course)	0
MSL 301	Adaptive Tactical Leadership	3
MSL 302	Leadership in Changing Environments	3
		<b>Total: 6</b>

#### Senior Year

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSL 400L	Leadership Laboratories IV (0 credit course)	0
MSL 401	Developing Adaptive Leaders	3
MSL 402	Leadership in a Complex World	3
		<b>Total: 6</b>

Students also participate in weekly Physical Training (PT) sessions, weekly Leadership Lab, and once-per-semester Field Training Exercise (FTX).

### SCHOLARSHIP PROGRAMS

Several Army ROTC scholarship and non-scholarship programs lead to a commission as a Second Lieutenant in the U.S. Army. For the scholarship programs outlined, the student receives tuition or room and board, book allowance, and a monthly living stipend. Scholarship opportunities available are:

- Army ROTC 4-Year Campus-Based Scholarship

- Army ROTC 3-Year Campus-Based Scholarship
- Army National Guard Guaranteed Reserve Force Duty 1 or 2-Year Scholarship
- Army National Guard Dedicated Scholarship

Scholarship students or those who enter the Army ROTC Advanced Course (courses taken during junior and senior years) must agree to a eight-year period of service with the Army. This can be four years active duty with the remaining years in the Individual Ready Reserve (IRR).

#### Minimum Scholarship Eligibility Requirements

- Must be a United States citizen and present official certified proof of citizenship
- Must have a high school diploma or equivalent
- Must be admitted into the University of North Florida
- Minimum SAT 920
- Contract to accept a commission in the Active Duty Army, Army Reserve, or Army National Guard
- Pass Army Physical Fitness Test
- Attend scholarship board with Professor of Military Science

Non-scholarship programs are designed for those students who want to be officers, but do not initially obtain a scholarship. For non-scholarship students, the Army provides uniforms, Army textbooks and, if selected for advanced standing, pays the student a monthly living stipend during the junior and senior years. Non-scholarship students have a minimum of a three-year active duty obligation.

#### **LEADER DEVELOPMENT AND ASSESSMENT COURSE**

The Leader Development and Assessment Course (LDAC) mission is to train Cadets and officer candidates (OC), develop Cadet/OC leadership, and evaluate Cadet/OC officer potential. LDAC is intentionally stressful and is designed to build individual confidence through the accomplishment of tough and demanding training. The five-week program is designed to build upon the core on-campus instruction by developing and accessing leadership potential in a platoon-level environment. It is often the Cadets first exposure to Army life on an active Army installation and one of the few opportunities where Cadets from various parts of the country undergo a common, high-quality training experience. This program normally takes place between the junior and senior years of college and is conducted at Fort Knox, KY.

#### **For additional information, contact:**

Army ROTC  
 University of North Florida  
 Building 9, Room 1129  
 Phone: 904-620-3999  
 Web: [unf.edu/army-rotc/](http://unf.edu/army-rotc/)  
 Email: [armyrotc@unf.edu](mailto:armyrotc@unf.edu)

---

## Social Sciences

The major in Social Sciences introduces students to the major disciplines that make up the social sciences and provides advanced coursework in several of these. Students in this interdisciplinary program will also develop their analytical and communication skills. Social sciences graduates will be

prepared to enter a variety of graduate or professional programs and to succeed in such careers as business, education, government, information management, and law.

The Social Sciences major is designed for students who do not choose to specialize in any of the other majors offered in the Division of Social Sciences. Thus, the Social Sciences major may not be earned in conjunction with any of the other majors offered in the Division of Social Sciences.

### MAJOR REQUIREMENTS

Social Sciences majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XX xxx	Any one (1) WS course <b>OR</b> any one (1) WI Course <b>AND</b> any one (1) SI course	3-6
ECON 201 or ECON 202	Principles of Macroeconomics Principles of Microeconomics	3
GEOG 200	World Geography	3
HIST xxx	Choose one (1) three-credit hour course in HIST at the 100 or 200 level	3
POL 205	American National Government and Politics	3
PSYC 201	Introductory Psychology	3
SOC 203	Introductory Sociology	3
Electives xxx	Twenty-one (21) additional credit hours of elective social science courses at the 300-400 level. <b>SEE NOTES BELOW.</b>	21
<b>Total: 42-45</b>		

### NOTES:

- The additional 21 credit hours of elective social science courses at the 300-400 level may be chosen from economics, geography, history, international studies, political science, psychology, or sociology.
- The student must choose from at least three different disciplines.
- In determining the grade point average for the major, only those social science electives applied to the program will be counted.
- MGT 308WS, Business Communications, is the only JU course that fulfills the Writing Intensive (WI) and Speech Intensive (SI) requirements simultaneously; in all other situations students must complete one Writing Intensive and one Speech Intensive course.

### SOCIAL SCIENCES EDUCATION - SECONDARY LEVEL

Students who plan to teach Social Sciences on the secondary level should consult with the School of Education early in their academic careers to determine the specific requirements.

## Sociology

Sociology is the systematic study and explanation of the full range of social relations, encompassing a consideration of intimate, as well as impersonal, institutional, and societal relations. The critical-analytical skills and knowledge acquired in sociology courses can inform, empower and enrich everyone's participation in their everyday lives. Sociology majors, whether pursuing a BA or BS degree, receive preparation for graduate studies and professional schools, as well as for a broad range of careers in education, social research in the public or private sector, social services, family counseling,

gerontology and criminal justice. Along with regular courses, and those offered on special topics of current interest, a variety of internships are available in social services, counseling and criminal justice.

### MAJOR REQUIREMENTS

Sociology majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SOC 203	Introductory Sociology	3
SOC 211	Quantitative Methods for the Social Sciences	3
SOC 420	Methods of Social Research	3
SOC 450	Sociological Theory	3
SOC xxx	Additional 18 credit hours of sociology courses	18
XXX xxx	Any writing-intensive(WI) course*	3
XXX xxx	Any speech-intensive(SI) course	3
		<b>Total: 36</b>

\*GEOG 341WI, POL 341WI, or SOC 341WI: Writing for the Social Sciences is recommended.

### MINOR REQUIREMENTS

A sociology minor consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SOC 203	Introductory Sociology	3
SOC xxx	Additional 12 credit hours of sociology courses [No more than three (3) credit hours of independent study credit (SOC 387, 388, 487, or 488) or SOC 490]	12
		<b>Total: 15</b>

## Spanish

Courses in Spanish enable the student to learn the Spanish language and become familiar with Hispanic cultures. Majors in Spanish also study the outstanding figures of Spanish and Spanish-American literature and civilization, and are prepared for graduate school, teaching, government service and careers in the private sector. For more information, visit the **Foreign Languages web page**.

**Education Abroad** – Education abroad is strongly encouraged for all students for minors and majors. JU has summer programs in Spain and Mexico where all levels of Spanish may be studied.

**Course Sequence** - It is strongly suggested that language courses be taken in consecutive semesters. If a student receives an “F” in a course, the student must repeat the course before taking the next course in the sequence.

The Spanish major offered as a Bachelor of Arts degree only.

### MAJOR REQUIREMENTS

A major in Spanish consists of a minimum of 27 credit hours in Spanish courses(45 credit hours maximum). SPAN 301 and SPAN 302 are required.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPAN 301	Spanish Conversation	3
SPAN 302	Spanish Composition	3
SPAN xxx	Additional 21-39 credit hours in Spanish courses numbered above 200	21-39
		<b>Subtotal: 27-45</b>

**AND:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM xxx	Any COMM speech-intensive course (Satisfies SI requirement)	3
XXX xxx	Three (3) credit hours in a writing-intensive course chosen from COMM 207WI, ENGL 302WI or ENGL 304WI.	3
		<b>Subtotal: 6</b>
		<b>Total: 33-51</b>

**MINOR REQUIREMENTS**

A minor in Spanish requires a minimum of 15 credit hours in courses numbered above 200. Also, SPAN 301 and 302 are required courses.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPAN 301	Spanish Conversation	3
SPAN 302	Spanish Composition	3
SPAN xxx	Additional nine (9) credit hours in Spanish courses numbered above 200	9
		<b>Total: 15</b>

**SPANISH MAJOR/MINOR IMPORTANT NOTES:**

- Students who place at the 300-level on the Spanish placement exam will be awarded six (6) hours of credit for SPAN 201 and 202 only upon satisfactory completion, with a grade of "C" or better, of a Spanish course on the 300-level. Students who do not subsequently enroll at the 300-level will still have satisfied the Core Curriculum Global Studies requirement for the Bachelor of Arts degree, but without academic credit.
- Both SPAN 301 and 302 are required for a major or minor in Spanish. SPAN 301 and 302 may not be satisfied through credit by examination.
- A student must complete Spanish 301 or 302 or obtain the consent of the department before enrolling in more advanced courses. Native speakers of Spanish must have the consent of the instructor before enrolling in SPAN 301 or 302.

**SPANISH EDUCATION - SECONDARY LEVEL**

Students who plan to teach Spanish on the secondary level should consultation with the School of Education early in their academic careers to determine the specific requirements.

**Sustainability**

Sustainability is a concept that first emerged out of ecology to address the capacity of biological systems to remain diverse and productive over time. A variety of disciplines now use the term to describe continued existence as the condition of the interaction among three things: the natural environment;



the economic activity through which we transform it; and society, which both directs and lives from this productive work. In the Sustainability program at JU, the question of sustainability is addressed by a variety of disciplines: economics, business, biology, chemistry, geology, geography, political science, ethics and philosophy.

### **BA/BS SUSTAINABILITY MAJOR REQUIREMENTS**

All students must complete the JU Core Curriculum, which includes MATH 110, MATH 112, MATH 114, or MATH 140. One of these Core MATH courses is included in each of the Sustainability concentrations. The Core Laboratory Science course is included in the Sustainability Major required courses. Special topics courses can fulfill major requirements with approval of the sustainability program coordinator.

### **Sustainability Major (BA/BS) Required Courses**

All Sustainability (BA/BS) majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 100 & 100L or BIOL 180	Introduction to Biology & Introduction to Biology Lab Biological Diversity	4
GEOG 350TI	Geographic Information Systems	3
SUST 215	Environmental Ethics	3
SUST 335	Sustainability	3
SUST 410	Green Societies	3
SUST 480WS <sup>1</sup>	Sustainability Capstone	3
<b>Total:</b>		<b>19</b>

<sup>1</sup> This course can be substituted with a senior capstone course from another major that allows a sustainability component. Approval from the faculty member and Sustainability Program Coordinator needed. An additional WI and/or SI course may be needed to fulfill the JU graduation requirement.

### **SUSTAINABILITY CONCENTRATIONS**

Students majoring in Sustainability (BA/BS) **must** choose a concentration. The concentration courses include mathematics and statistics courses, a minimum of 12-15 (depending on the concentration) credit hours of electives in a chosen concentration, and one outside concentration course. At least 4 courses must be at the 300 level or above. Excluding the mathematics and statistics courses, no more than two courses from another major can count towards concentration courses.

#### **Science & Mathematics Concentration:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 140	Calculus I	4
MATH 206	Statistical Methods in Science	4
CHEM 103	General Chemistry I	4
A minimum of 12 credit hours of concentration courses	Choose from Table A (Prerequisites may be needed)	12
One (1) outside concentration course	Choose from Table B or C (Prerequisites may be needed)	3
<b>Total:</b>		<b>27</b>

**Business & Economics Concentration:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 112 <sup>1</sup>	Modern Applications of Mathematics	3
DSIM 201 <sup>2</sup>	Business Statistics	3
A minimum of 15 credit hours of concentration courses	Choose from Table B (Prerequisites may be needed)	15
One (1) outside concentration course	Choose from Table A or C (Prerequisites may be needed)	3-4
		<b>Total: 24-25</b>

**Social Sciences & Humanities Concentration:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 110 <sup>1</sup> or MATH 114	The Mathematics of Motion and Change Discover, Decode, Decide	3
SOC 211 <sup>2,3</sup> or MATH 205	Quantitative Methods for the Social Sciences Elementary Statistics	3
A minimum of 15 credit hours of concentration courses	Choose from Table C (Prerequisites may be needed)	15
One (1) outside concentration course	Choose from Table A or B (Prerequisites may be needed)	3-4
		<b>Total: 24-25</b>

**Notes:**

A Special Topics course or an independent study can be used as a course substitution with instructor approval.

<sup>1</sup>Any higher-level mathematics (MATH) course that includes Calculus will fulfill this Core Curriculum requirement.

<sup>2</sup>MATH 205 or MATH 206 will fulfill this Concentration requirement.

<sup>3</sup>Cross listed as GEOG 211, POL 211, and PSYC 211.

**Concentration Tables Listed Below:**

(Refer to the "Course Descriptions" section in the JU Catalog for specific prerequisite courses for the courses listed below)

**Table A: Science & Mathematics Concentration Courses**

<u>Course</u>	<u>Credits</u>
BIOL 223SI Oral Presentation in Biological Sciences	3
BIOL 280 Methods in Field Biology	3
BIOL/MSC 302 Invertebrate Biology	4
BIOL 303 Vertebrate Biology	4
BIOL 312 Plant Taxonomy	4
BIOL/MSC 330 Marine Mammal Biology	4
BIOL 380 Herpetology	4
BIOL 382 Entomology	4
BIOL 404 Ecology	4
CHEM 104 General Chemistry II	4
CHEM 301/L Organic Chemistry I	4

CHEM 302/L Organic Chemistry II	4
CHEM 222 Analytical Chemistry	4
GEOG 230 Earth Science	3
GEOG 317 Natural Hazards	3
GEOG 411 Dynamic Meteorology	3
MATH 141 Calculus II	4
MATH 300 Calculus III	3
MATH 316 Applied Statistics	3
MATH 320 Linear Algebra	3
MATH 331 Differential Equations	3
MATH 351 Applied Mathematics	3
EE/ME 100 Engineering Orientation	2
EE/ME 230WS Technical Communication	3
MSC 111 Introduction to Physical Oceanography	3
MSC 112 Introduction to Physical Oceanography Laboratory	3
MSC 113 Introduction to Marine Biology	3
MSC 114 Introduction to Marine Biology Laboratory	3
MSC 306 Marine Geology	4
MSC 310WR Marine Ecology	4
MSC 408 Biology of Marine Plants	3
MSC 422 Coral Reef Ecology	4

**Table B: Business and Economics Concentration Courses**

<b><u>Course</u></b>	<b><u>Credit</u></b>
ACCT 201 Principles of Accounting I	3
ACCT 202 Principles of Accounting II	3
ACCT 314 Cost-Based Decision Making	3
DSIM 203RI Applied Business & Economic Analysis	3
DSIM 305 Quantitative Business Methods	3
DSIM 350 Project Operations Management	3
ECON 202 Principles of Microeconomics	3
ECON 304 The Economics of Business Decisions	3
ECON 307 Comparative Economic Development	3
ECON 365 Survey of Modern Economic Thought	3
ECON 381 Economic Policy Analysis	3
ECON 410 Economics of Globalization	3
ECON 450RI Applied Economic Analysis	3
ENT 481 Entrepreneurship and the New Economy	3
ENT 482 Managing and Growing the Entrepreneurial Enterprise	3
ENT/FIN 483 Venture Finance	3
FIN 301 Corporate Finance	3
FIN 420 Investments	3
FIN 435 Financial Management	3
INB/MKG 341 International Marketing	3
INB 420 Global Business	3
MGT 310 Organizational Behavior and Leadership Skills	3
MGT 321 The Legal and Ethical Environment of Business	3
MGT 326 Business, Ethics and Government	3

MGT 408 Organization Design & Change Mangement	3
MKG 301 Principles of Marketing	3
MKG 333 Sales & Consumer Relationship Management	3
MKG 336 Consumer Behavior	3
MKG 438 Marketing Strategy	3

**Table C: Social Science & Humanities Concentration Courses**

<u>Course</u>	<u>Credit</u>
COMM 101 Introduction to Mass Communication and Society	3
COMM 201SI Principles of Speech Communication	3
COMM 215 Public Relations Practices & Procedures	3
COMM 302SI Persuasive Speaking	3
COMM 365 Communication Theory	3
ENGL 302WI Writing: Exposition	3
ENGL 304WI Writing: Argumentation	3
ENGL 306WI Creative Writing	3
GEOG/SOC 311 Cultural Geography	3
GEOG 312 Political Geography	3
GEOG 313 Urban Geography	3
GEOG 314 Population Geography	3
GEOG/POL/SOC 420 Methods of Social Research	3
GEOG 431 Environmental Issues of Florida	3
HUM 344 Modern Culture	3
HUM 385 Culture, Science & Technology	3
HUM 389 Culture & Social Issues	3
PHIL 303 Modern Philosophy	3
PHIL 311 Political Philosophy	3
POL 208 International Politics	3
POL 301 International Organizations	3
POL 306 Political Modernization	3
POL 310 Public Policy	3
PSYC 311 Research Methods & Statistics I	3
PSYC 401 Environmental Psychology	3
SOC 304 Social Problems	3
SOC 325 Public Opinion & Survey Research Methods	3
SOC 440 Personality & Culture	3

**BBA SUSTAINABILITY MAJOR REQUIREMENTS**

**Sustainability Major (BBA) Required Courses** All Sustainability (BBA) majors must take the Davis College of Business Core courses (54 credit hours) and the following major courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 100 & 100L or BIOL 180	Introduction to Biology & Introduction to Biology Lab Biological Diversity	4
MGT 326	Business, Ethics and Government	3
SUST 335	Sustainability	3

SUST 410	Green Societies	3
SUST 480WS	Sustainability Capstone	3
		<b>Subtotal: 16</b>

**AND** an additional three (3) courses selected from the following 3-credit hour courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 314	Cost-Based Decision Making	
ECON 304	The Economics of Business Decisions	
ECON 381	Economic Policy Analysis	
ECON 450RI	Applied Economic Analysis	
ENT 481	Entrepreneurship and the New Economy	
ENT 482	Managing and Growing the Entrepreneurial Enterprise	
ENT/FIN 483	Venture Finance	
FIN 420	Investments	
FIN 435	Financial Management	
INB/MKG 341	International Marketing	
INB 420	Global Business	
MGT 408	Organizational Design and Change Mgt	
MKG 333	Sales & Consumer Relations Mgt	
MKG 336	Consumer Behavior	
MKG 438	Marketing Strategy	
		<b>Subtotal: 9</b>
		<b>Total: 25</b>

**ADDITIONAL REQUIREMENTS/NOTES:**

- No more than (2) courses from another Davis College of Business major can count towards the Sustainability Major.
- SUST 400WS can be substituted with a DCOB senior capstone course that allows a sustainability component. Approval from the faculty member and Sustainability Program Coordinator needed. An additional WI and/or SI course may be needed to fulfill the JU graduation requirement.
- Special topics courses can fulfill major requirements with the approval of the Sustainability Program Coordinator.

**MINOR REQUIREMENTS**

A minor in sustainability requires the following five (5) courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 100 & 100L or BIOL 180	Introduction to Biology & Introduction to Biology Lab Biological Diversity	4
GEOG 350TI	Geographic Information Systems	3
SUST 215	Environmental Ethics	3
SUST 335	Sustainability	3
SUST 410	Green Societies	3
		<b>Total: 16</b>

## University Major

Students wishing to pursue an interdisciplinary University major or a three-minor University major should refer to the [University Curriculum](#) section of this catalog.

---

## Women's and Gender Studies Minor

The Women's and Gender Studies Minor is an 18 credit-hour, interdisciplinary program that offers an excellent gateway to careers in business, communications, health care, academics, the arts, STEM, and politics, among many others. The Minor is designed around one required core course which provides students with a strong foundation in the history of the field, the way that gender is constructed, and how it impacts culture across disciplinary boundaries. Further, through a variety of courses taken as electives in the minor, students can tailor their study to fit with any number of pre-professional, liberal arts, or fine arts interests. Some electives, such as SOC 350 Sociology of the Family, always include a focus on women's or gender issues and are accordingly listed below as part of the minor. Other electives, such as special topics courses focusing on women's or gender issues, are cross-listed with an appropriate WGS course number from the "cross-listed courses" list. WGS courses on this list are only offered when cross listed with courses from another discipline.

### MINOR REQUIREMENTS

A minor in Women's and Gender Studies requires the following 18 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
WGS 201	Introduction to Women's and Gender Studies	3

**AND** 15 credit hours (at least 9 hours at the 300-level and above) selected from the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
COMM 401	Communicating to Diverse Publics	
ENGL 425	Gender Perspectives	
HUM 389	Culture and Social Issues: Race, Gender, Class	
HUM 399	Special Topics: Women in Humanities	
JU 268	Special Topics in Women's Studies	
SOC 331	Women and Crime	
SOC 350	Sociology of the Family	
SOC 365	Sociology of Sex and Gender	
SOC 415	Human Sexuality	
WGS 220/320/420	Social Sciences	
WGS 221/321/421	Humanities	
WGS 222/322/422	Science and Mathematics	
WGS 223/323/423	Health Sciences	
WGS 224/324/424	Business	
WGS 225/325/425	Fine Arts	
WGS 226	Education	
WGS 227/327/427	Interdisciplinary	

**Subtotal: 15**

**Total: 18**

**Notes:**

- Courses WGS 220 through WGS 427 are cross-listed courses and may be repeated if the topic has changed.
- JU 268 may be repeated if topic has changed.

---

## School of Education

The School of Education (SOE) undergraduate programs include:

- State Approved Teacher Education 5-year B.S./M.Ed. in Elementary Education K-6, with Reading and ESOL Endorsements
- Secondary Education Major (offered only as a second major in conjunction with another BA or BS major)
- Education for Instruction Major (offered as a B.A. or B.S. degree)
- Education Minor
- ESOL Minor
- Teaching English to Speakers of Other Languages (TESOL) Certificate

Each academic program incorporates the SOE's connected-learning approach to education through supportive faculty-teacher relationships, curriculum based on current practice and research, and varied field-based experiences. These programs are geared towards traditional age or transfer students.

All students enrolled in School of Education (SOE) courses and or programs will be expected to uphold high standards for professional behavior. To monitor these standards, the SOE Dispositions Instrument will be introduced at program entrance, monitored and evaluated by SOE faculty through program candidacy and completion. Candidates for program completion are accountable for demonstrating adherence to all dispositions while attending professional meetings and classes on campus and during required field work, practice, and internships. Failure to meet all standards may result in probation or suspension from the program. Candidacy for graduation from ALL SOE programs requires verification by faculty and the Chair of the SOE that all dispositional standards have been satisfactorily demonstrated.

### **DEGREE REQUIREMENTS**

Students majoring in the programs offered by the School of Education must complete the University Core Curriculum, the degree requirements for a BS degree, and the requirements of the major.

- **Core Curriculum**
- **B.S. Degree Requirements**
- **Teacher Education Preparation Requirements\***

*\*The School of Education grants both the B.S. and M.Ed. degrees upon successful completion of the Elementary Education program.*

### **GRADES AND APPEALS**

#### **GRADES**

All courses with a prefix of EDU and ELE and those designated with an asterisk (\*) must have a grade of "C" or better. The School of Education does not grant + or – grades.

#### **GRADE APPEAL PROCESS**

Please refer to the Grade Appeal Process in this catalog for more information.



## AWARDS & SCHOLARSHIPS

### AWARDS

The School of Education presents the following award at the Convocation Ceremony in the spring. This award is based on faculty nomination, academic merit, and extracurricular activities.

- Outstanding School of Education Student of the Year

### SCHOLARSHIPS:

**CDR Rick Murray Memorial Scholarship** - The CDR Rick Murray Memorial Scholarship was established by Sherry Murray in memory of her late husband. CDR Murray was a retired Naval Officer and Mrs. Murray was a teacher. This scholarship combines both of their passions and is for students in the School of Education.

**The CDR Rick Murray Memorial Scholarship**- for a JU student with 3.0 GPA who is fully accepted into the School of Education, pursuing an education degree. In addition, the recipient must also fall into one of the following categories:

- Active duty military
- Honorably discharged military
- Military spouse or
- JU NROTC student

Application deadline for the CDR Rick Murray Memorial Scholarship is March 1.

**Florida Fund for Minority Teachers (FFMT)** -A collaborative performance-based scholarship program for African American/Black, Hispanic/Latino, Asian American/Pacific Islander, and American Indian/Alaska Native students. The scholarship is offered to Florida residents who are newly enrolled as upper division undergraduates in a state approved teacher education program and who will become full time teachers in a K-12 Florida Public School classroom.

Online applications found at: <http://www.ffmt.org/>

---

## Teacher Education

The School of Education, Department of Teacher Education, offers the following majors in education:

- Education for Instruction
- Elementary Education Teacher Preparation K-6 with ESOL and Reading Endorsements
  - Five-year B.S./M.Ed. degree
    - Both B.S./M.Ed. degrees granted upon successful completion of the program.
    - State Approved
- Secondary Education Major
  - Offered only as a second major in conjunction with another B.A. or B.S. primary major
  - Not State approved

The School of Education, Department of Teacher Education, also offers undergraduate minors in:

- Education
  - Education, Grades K-12 - Coursework is designed for persons desiring to teach in the State of Florida, grades K-12 (students interested in teaching must consult the FLDOE website for other requirement), and
- ESOL (English Speakers of Other Languages) Education
  - coursework is designed for persons desiring to teach in the State of Florida (students interested in teaching must consult FLDOE website for othe requirements).

---

## 5-Year State-Approved Elementary Education Program

The School of Education (SOE) prepares teacher-leaders to transform education in Florida and internationally. Using a uniquely designed program linking theory with practice, students learn and teach in a variety of classrooms with professional educators starting the freshman semester.

SOE offers the combined 5 year degrees (BS-Elementary Education and MEd-Education) at the end of the program of study. Candidates complete coursework and field experiences aligned with the FL Statute 6A-5006. This program is state approved and prepares students to be eligible for a professional FL state teaching certificate and to work in reciprocal states. Both degrees are conferred together at the completion of all the required coursework.

Students graduating from this program will be eligible for Florida State Teaching Certification in the Subject Area of Elementary Education, K-6 with endorsements in Reading, K-12 and ESOL, K-12. The School of Education State Approved Elementary Education program maintains a 100% success rate on all Florida Teacher Certification Examinations (FTCE).

### STATE OF FLORIDA TEACHER CERTIFICATION

Upon completion of the 5-year program students can apply to Florida Department of Education (FLDOE) at <http://www.fldoe.org> for credentials. State approved programs are honored in most states, students should consult specific state's department of education websites for more information. The official university transcript indicates completion of a state approved program.

### ADMISSION REQUIREMENTS

Acceptance into the School of Education occurs during the sophomore year. Each student will complete the application to be accepted into JU's State approved program once the following criteria have been met:

- Undergraduate JU GPA 2.5 or higher,
- Level II Fingerprint and background check completed by Duval County Public Schools,
- Pass all 4 sections of the FTCE- General Knowledge Test (Mathematics, Reading, English and Essay).
- M.Ed. 5-year program initial application

Acceptance into the Graduate year occurs at the middle of the 4th year of coursework. The following criteria are required:

- Must be fully admitted into the JU Teacher Education Program,
- Cumulative GPA of 3.0 or higher, if GPA is lower than 3.0 a GRE score of at least 290, is required
- All students must submit GRE scores,
- Passing score on FTCE Subject Area Test\* (Elementary Education K-6),
- Passing score on the FTCE Professional Education Test\*
- All courses with a prefix of EDU or ELE completed with "C" or higher. All courses with asterisks completed with "C-" or higher
- Application for Student Teaching completed, and
- Application for JU Teacher Education Graduate year submitted.

*\* Florida Teacher Certification Examinations (FTCE) documentation must be on file in the School of Education office at time of application to the fifth-year of the program. The program years 4 and 5 must*

*be completed using continuous enrollment in Education program courses. Anyone not meeting these criteria will be counseled into another major.*

### **OMBUDSMAN**

The Education Resource Specialist (ERS) is the Certification Ombudsman responsible for answering questions pertaining to Florida Teacher Certification. The ERS is located in the School of Education office.

### **PROGRAM REQUIREMENTS**

Requirements for the State-Approved Teacher Education Preparation Programs are as follows:

- Students must maintain a minimum GPA of 2.50 in order to remain in good standing. If the GPA drops below a 2.50, the student is placed on academic probation for one semester. Failure to fulfill the required GPA after one (1) semester probation will result in loss of candidacy in the State Approved Program.
- Students will be evaluated on professional disposition indicators throughout the program.
- All courses with a prefix of EDU and ELE must have a grade of "C" or better. All classes with an asterisk (\*) must have a grade of "C-" or better. The School of Education does not grant + or – grades.

### **FIELD EXPERIENCES**

Participation in field experiences, which occur in public educational settings in Duval County and are required throughout the Teacher Preparation Program, necessitate fingerprinting and successful background clearance. Teacher Education Program students MUST be fingerprinted and have a cleared background check through Duval County Public Schools at the beginning of the first semester in the School of Education.

The cost of the fingerprinting varies usually between \$70-\$80 and must be paid before the fingerprint appointment.

- Fingerprinting is the responsibility of the student.
- Field experiences are only authorized for students with a successful background check.
- Information pertaining to background checks and fingerprints are completed through the office of the School of Education Office.
- All field experiences are off campus at K-12 schools in Duval County and organized through the office.
- Field experiences, of 10-60 hours, are required each semester as part of all Teacher Education Program classes.
- Additionally, students must successfully complete a full-time, student teaching internship as part of the program of study.

### **PROGRAM COMPLETION**

Requirements for program completion are as follows:

- Students receive both degrees (M.Ed./B.S.) at the successful completion of the M.Ed. coursework in Elementary Education.
- Students must pass all state and program related examinations.
- The Program of Study (POS) is required for Elementary Education majors. Any deviation from this plan may lead to additional semesters at Jacksonville University.
- Transfer students and students changing majors must meet with an Education Faculty Advisor to develop a Program of Study prior to registration for Education courses.

## Elementary Education Major And Program Of Study

### FIVE-YEAR ELEMENTARY EDUCATION TEACHER PREPARATION PROGRAM (M.ED., BS) K-6 WITH READING AND ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENTS

#### MAJOR REQUIREMENTS

All Elementary Education majors must complete the following undergraduate and graduate level courses:

#### Undergraduate courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 102	Human Development and Learning	3
EDU 103	PM 1: Introduction & Foundations in Education	3
EDU 115	PM 2: ESOL 1: Cross Cultural Communication and Understanding	3
EDU 202	PM 3: Planning & Curriculum	3
EDU 231	Meeting the Needs of Diverse Learners	3
EDU 248	ESOL 2: Methods of Teaching ESOL	3
EDU 302	PM 4: Instructional Strategies	2
EDU 349	ESOL 3: Curriculum and Materials	3
EDU 416WI	PM 5: Best Practices in Teaching	2
EDU 417SI	PM 6: Assessment of Learning	5
EDU 446 1-6	Practicum in Schools (One (1) credit hour course taken six different semesters)	6
EDU 455	ESOL 4: Applied Linguistics for ESOL Education	3
EDU 456	ESOL 5: Testing and Evaluation of ESOL	3
ELE 202	CM 1: Mathematics I	5
ELE 301	CM 3: Social Studies	5
ELE 303	CM 4: Technology	5
ELE 305	CM 5: Mathematics II	5
ELE 307	CM 6: Science	5
ELE 311	Foundations of Reading Instruction	3
ELE 313	Research Based Instructional Reading Practices	3
ELE 403	Music & Art Methods for Elementary Teachers	3
ELE 413	Foundations of Reading Assessment	3
ELE 417	Foundations & Applications of Differentiated Instruction	3
CS 150*	Personal Productivity Using Technology	3
ECON 201*	Principles of Macroeconomics	3
ENGL 203*	World Literature	3
HIST 150*	The Modern World	3
MATH 110*	The Mathematics of Motion and Change	3/4
or MATH 112*	Modern Applications of Mathematics	
or MATH 114*	Discover, Decode, Decide	
or MATH 140*	Calculus I	
PHIL 101*	Introduction to Philosophy	3
PHYS 104*/116*	Astronomy/Lab	3/1
POL 205*	American National Government	3
		<b>Subtotal: 107-108</b>

**Graduate courses:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 501	Clinical Applications and Demonstrations of Reading Endorsement	3
EDU 513	Introduction to Action Research	3
EDU 524	Student Teaching Seminar	3
EDU 525	Graduate Seminar	3
EDU 533	Teaching Leadership I	3
EDU 534	Teaching Leadership II	3
EDU 543	Action Research I	2
EDU 546	Practicum in Schools	1
EDU 548	Action Research II	3
EDU 553	PM 7: Student Teaching	6
<b>Subtotal: 30</b>		
<b>Total: 137-138</b>		

**ELEMENTARY EDUCATION MAJOR Important Notes:**

- The B.S./M.Ed. Elementary Education Program requires a minimum of 152 credit hours. For full details see POS below.
- All courses with a prefix of EDU and ELE must have a grade of “C” or better. The School of Education does not grant +/- grades.
- All core courses except International Studies (IS), Humanities (HUM), and Fine Arts must have a grade of C- or better.
- Courses marked with an asterik (\*) are specific courses that satisfy both JU Core Curriculum requirements and State of Florida Department of Education requirements and may not be substituted.
- The Elementary Education Teaching major prepares students in the Teacher Education Program for certified positions as elementary education teachers in public and private school settings, grades K-6.
- Final 60 hours must be completed at Jacksonville University.

**PROGRAM OF STUDY (POS)**

Due to the large number of required major courses and the semester specific major courses, the following Program of Study (POS) is required for Elementary Education majors. Any deviation from this plan may lead to additional semesters at Jacksonville University. Transfer students and students changing majors must meet with an Education Faculty Advisor to develop a Program of Study prior to registration for Education courses.

**Freshman-Semester One (Fall)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 103	PM 1: Introduction and Foundations in Education	3
EDU 102	Human Development and Learning	3
MATH 110*	Mathematics of Motion and Change (One mathematics course from the following must be completed: MATH 110, MATH 112, MATH 114, or MATH 140).	3
ENGL 103	Introduction to Writing	3
CS 150*	Personal Productivity Using Technology	3
<b>Subtotal: 15</b>		

**Freshman-Semester Two (Spring)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 115	PM 2: ESOL 1: Cross Cultural Communication and Understanding	3
ENGL 203*	World Literature	3
PHYS 104*/116*	Astronomy/Lab	3/1
HIST 150*	Modern World History	3
		<b>Subtotal: 13</b>

**Sophomore-Semester Three (Fall)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 202	PM 3: Planning and Curriculum	3
ELE 202	CM 1: Mathematics	5
EDU 248	ESOL 2: Methods of Teaching ESOL	3
ECON 201*	Principles of Macroeconomics	3
EDU 446-1	Practicum in Schools	1
		<b>Subtotal: 15</b>

**Sophomore-Semester Four (Spring)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 231	Meeting the Needs of Diverse Learners	3
EDU 302	PM 4: Instructional Strategies & Classroom Management	2
POL 205*	American National Government	3
PHIL 101*	Introduction to Philosophy	3
IS xxx *	International Studies - JU Core	3
EDU 446-2	Practicum in Schools	1
		<b>Subtotal: 15</b>

**Junior-Semester Five (Fall)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 301	CM 3: Social Studies	5
ELE 303	CM 4: Technology	5
EDU 349	ESOL 3: Curriculum and Materials Development	3
ELE 311	Foundations of Reading Instruction	3
EDU 446-3	Practicum in Schools	1
		<b>Subtotal: 17</b>

**Junior-Semester Six (Spring)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 305	CM 5: Mathematics II	5
ELE 307	CM 6: Science	5
ELE 313	Research Based Instructional Reading Practices	3
EDU 446-4	Practicum in Schools	1
		<b>Subtotal: 14</b>

**Senior-Semester Seven (Fall)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 413	Foundations of Reading Assessment	3
ELE 455	ESOL 4: Applied Linguistics for ESOL Education	3
EDU 416WI	PM 5: Best Practices in Teaching	2
HUM xxx	Humanities-JU Core	3
XXX xxx	Fine Arts - JU Core	3
EDU 446-5	Practicum in Schools	1
		<b>Subtotal: 15</b>

**Senior-Semester Eight (Spring)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 417	Foundations and Application of Differentiated Instruction	3
EDU 417SI	PM 6: Assessment of Learning	5
EDU 456	ESOL 5: Teaching and Evaluation of ESOL	3
ELE 403	Music and Art	3
EDU 446-6	Practicum in Schools	1
		<b>Subtotal: 15</b>

**Masters Year - Semester Nine (Fall)**

The 15 credit hour semester is comprised of three (3) graduate level courses in addition to the 6 credit hour, 400 hour student teaching experience.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 501	Clinical Applications and Demonstrations for Reading Endorsement	3
EDU 513	Instruction to Action Research	3
EDU 524	Student Teaching Seminar	3
EDU 553	Student Teaching	6
		<b>Subtotal: 15</b>

**Masters Year - Semester Ten (Spring)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 533	Teaching Leadership I	3
EDU 534	Teaching Leadership II	3
EDU 543	Action Research I	3
EDU 548	Action Research II	2
EDU 525	Graduate Seminar	3
EDU 546	Practicum in Schools	1
		<b>Subtotal: 15</b>
		<b>Total:152**</b>

\*\* 152 total credit hours include (3) credit hours of free electives which are not included in program of study shown above.

## Secondary Education Major

The Secondary Education major is offered as a double major option available only to those students pursuing a Bachelor of Arts or a Bachelor of Science degree in a primary major and planning to teach grades 6-12. While the primary major will prepare the student to be knowledgeable with respect to subject area content, the Secondary Education double major is designed to include pedagogical best practices along with field experiences as well as student teaching. This is not a state approved program. Information regarding teacher certification in Florida can be found at [www.fldoe.org](http://www.fldoe.org).

Students seeking certification in Foreign Language, Music or Dance will replace one of the following courses for the “Methods of Teaching Middle and Secondary 6-12 Content” course listed on the program of study.

Foreign Language Majors	EDU 485	Methods of Teaching Foreign Language K-12 (Independent Study through Foreign language Dept.)
Music Majors	MUS 361 <i>and</i> MUS 363	Methods of Teaching Music in the Elementary School Methods of Teaching Music in the Secondary School
Dance Majors	DANC 335	Dance Teaching Methods

### BACKGROUND CHECK REQUIREMENT

Participation in field experiences, which occur in public educational settings in Duval County and are required throughout the Secondary Education double major, necessitate finger printing and successful background clearance. Secondary Education double major students MUST be fingerprinted and have a cleared background check through Duval County Public Schools at the beginning of the first semester in the School of Education. The cost of the fingerprinting varies usually between \$70-\$85 and must be paid before the fingerprint appointment. Fingerprinting is the responsibility of the student. Field experiences will not be offered to students failing background and/or fingerprinting clearance.

### SECONDARY EDUCATION MAJOR REQUIREMENTS

Only offered as a second major in conjunction with another B.A. or B.S. major.  
Curriculum for the Secondary Education Major requires the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 102	Human Development and Learning	3
EDU 103	PM 1: Introduction & Foundations in Education	3
EDU 115	PM 2: ESOL 1: Cross Cultural Communication and Understanding	3
EDU 202	PM 3: Planning & Curriculum	3
EDU 302	PM 4: Instructional Strategies	2
EDU 401	Measurement, Evaluation and Assessment in Education	3
EDU 416WI	PM 5: Best Practices in Teaching (fulfills Writing Intensive requirement)	2
EDU 441	Practicum in the Secondary School One(1) credit hour course taken 3 different semesters	3



EDU 449	Student Teaching Seminar	3
EDU 453	Student Teaching	9
EDU xxx	Methods of Teaching Middle & Secondary 6-12 Content (specific EDU Methods course depends on content of first major subject area)	3
EDU 486	Reading & Learning Skills in Content Areas for Middle & High School Teachers	3
<b>Total Required Education Course hours for the Double Major: 40</b>		

**NOTE:** Secondary Education majors may satisfy the Speech Intensive (SI) requirement with the Speech Intensive requirement of their first major, COMM 201SI: Principles of Speech Communication, or other Speech Intensive (SI) course of their choosing.

### Education for Instruction Major (B.A. or B.S. degree)

The Education for Instruction Degree program at Jacksonville University prepares students for the 21st century world by structuring educational pedagogy with multiple opportunities to be engaged in realistic applications in the community. Graduates from this program will be prepared to provide front-line education, instruction, presentations, and leadership in all aspects of community development. The program is designed to allow students a strong liberal arts experience, coupled with transdisciplinary classes across the JU campus.

#### MAJOR REQUIREMENTS

All Education for Instruction majors must complete the following 36-credit Core and one 15-credit hour Concentration area.

#### Education for Instruction Core

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 102	Human Development and Learning	3
EDU 103	PM 1- Introduction and Foundations in Education	3
EDU 115	PM 2- ESOL 1: Cross Cultural Communication and Understanding	3
EDU 231	Meeting the Needs of Diverse Learners	3
EDU 303	Promoting Safety and Crisis Prevention	3
EDU 306WI	Introduction to Leadership	3
EDU 312SI	Introduction to Civic engagement	3
EDU 401	Measurement, Evaluation and Assessment in Education	3
EDU 432	Effective Instructional Strategies	3
EDU 457	Mainstreaming & Classroom Management	3
ENT 481	Entrepreneurship and the New Economy	3
EDU 486	Reading and Learning Skills in Content Areas	3
<b>Subtotal: 36</b>		

#### REQUIRED Education for Instruction Concentration

Students must select one of the following 15-credit hour concentration areas:

**Community Education**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 230	Literacy Mentoring	3
EDU 313	Military Children and Families	3
XXX xxx	Nine (9) additional credit hours in any Service Learning Classes across campus	9

**Literacy Education**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ELE 311	Foundations of Reading Instruction	3
ELE 313	Applications of Research based Instructional Reading Practices	3
ELE 413	Foundations of Reading Assessment	3
ELE 417	Foundations and Applications of Differentiated Instruction	3
ELE 423	Clinical Applications and Demonstrations of Reading Education	3

**STEM**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 317	Methods of Teaching STEM	3
XXX xxx	Twelve (12) additional credit hours in STEM courses at the 200 level or above	12

**TESOL**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 248	ESOL 2: Methods of Teaching ESOL	3
EDU 349	ESOL 3: Curriculum and Materials Development	3
EDU 455	ESOL 4: Applied Linguistics for ESOL Education	3
EDU 456	ESOL 5: Testing and Evaluation of ESOL	3
EDU 480	Clinical Applications in Preparing Lessons in TESOL	3

**Waterfront Program Education**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 320	Waterfront Safety	3
EDU 420	Waterfront Program Development	3
XXX xxx	Nine (9) additional credit hours in waterfront activities/ Instructor certifications	9

**Subtotal: 15****Total: 51****(Includes Education for Instruction Core and Concentration area)****Education for Instruction Major Important Notes:**

- A minimum of a "C" (2.0) average for all work taken at JU.
- Students must choose a concentration during their sophomore year.
- All EI courses are created for EI students, open classroom seats maybe offered to students outside the School of Education, only with Chair signature.

## Education Minor

The Education Minor is designed to satisfy certification requirements to teach in public schools in the State of Florida.

All Education Minor students are assigned an Education Advisor.

### PROGRAM OF STUDY (POS)

The Education Minor is comprised of the following 15 credit hours with a grade of "C" or higher required in each course.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 102	Human Development and Learning	3
EDU 401	Measurement, Evaluation and Assessment in Education	3
EDU 432	Effective Instructional Strategies*	3
EDU 457	Mainstreaming and Classroom Management	3
EDU 486	Reading & Learning Skills in Content Areas for Middle & High School Teachers	3
		<b>Total: 15</b>

\* Students seeking certification in Foreign Language, Music or Dance must replace EDU 432: Effective Instructional Strategies with one of the following courses:

<b>Foreign Language Majors</b>	EDU 485	Methods of Teaching Foreign Language K-12 (Independent Study through Foreign Language Dept.)
<b>Music Majors</b>	MUS 361 or MUS 363WI	Methods of Teaching Music in the Elementary School Methods of Teaching Music in the Secondary School
<b>Dance Majors</b>	DANC 335	Dance Teaching Methods

## ESOL Minor

The English Speakers of Other Languages (ESOL) Minor is designed to fulfill the Florida Department of Education's (FLDOE) ESOL Endorsement requirements

All ESOL Minor students are assigned an Education Advisor.

### PROGRAM OF STUDY (POS)

The ESOL Minor is comprised of the following 15 credit hours with a grade of "C" or higher required in each course.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 115	ESOL 1: Cross Cultural Communication and Understanding	3
EDU 248	ESOL 2: Methods of Teaching ESOL	3
EDU 349	ESOL 3: ESOL curriculum and Materials Development	3
EDU 455	ESOL 4: Applied Linguistics for ESOL Education	3
EDU 456	ESOL 5: Testing and Evaluation of ESOL	3
		<b>Total: 15</b>

## Teaching English to Speakers of Other Languages (TESOL) Certificate

The undergraduate TESOL Certificate at Jacksonville University prepares current or prospective ELTs (English Language Teachers) with the core knowledge of the linguistics and language education to support their professional practice and careers in serving the needs of English language learners (ELLs) in a variety of settings including ESL (English as a Second language), EFL (English as a Foreign Language), with adult learners and young learners. The TESOL Certificate is suitable for those who wish to teach in a variety of settings, either overseas or in the US.

**NOTE:** This program should not be confused with the State Department of Education's endorsement in ESOL for teaching in Florida public schools. This is a standalone certificate awarded by Jacksonville University School of Education.

### PROGRAM OF STUDY (POS)

The TESOL Certificate requires the following 18 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 115	ESOL 1: Cross Cultural Communication and Understanding	3
EDU 248	ESOL 2: Methods of Teaching ESOL	3
EDU 349	ESOL 3: ESOL Curriculum and Materials Development	3
EDU 455	ESOL 4: Applied Linguistics for ESOL Education	3
EDU 456	ESOL 5: Testing and Evaluation of ESOL	3
EDU 480	Clinical Applications in Preparing Lessons in TESOL	3
	<b>Total:</b>	<b>18</b>

### TESOL Certificate Program Important Notes:

- A minimum of a "C" (2.0) average for all work taken at JU.

## Davis College of Business

The Davis College of Business contains these departments:

- Department of Accounting, Economics, and Finance
- Department of Decision Science and Information Management (DSIM) and Management
- Department of Marketing and International Business
- Department of Sport Business
- School of Aviation
- Adult Degree Program (ADP)

### **DAVIS COLLEGE OF BUSINESS VISION AND MISSION STATEMENT:**

#### **Vision**

The vision of the Davis College of Business is to cultivate innovative business leaders throughout North Florida and beyond.

#### **Mission**

The Davis College of Business delivers high-quality educational programs that develop leaders who:

1. Exhibit business acumen
2. Demonstrate leadership abilities and ethical behavior
3. Use critical thinking and communication skills
4. Leverage technical and analytical skills
5. Cultivate global awareness

#### **Values**

1. We are committed to supporting continuous personal, professional and leadership development of our students, alumni, and community members.
2. We support progressive and meaningful research, creative activity, and knowledge dissemination. We celebrate excellence in teaching.
3. We strive to become thought-leaders in global management education based on our active pursuit of global partners in business and education.
4. We recognize the value of ethics and cultural diversity and welcome and respect people of differing backgrounds, beliefs, and points of view.
5. We value and foster mentoring relationships and shared responsibility for learning.
6. We embrace and explore technology as a means of enhancing and delivering management instruction in order to increase flexibility for our students and expand our academic outreach.
7. We actively seek partnership opportunities with the corporate community in order to enrich the educational experience of our business students and promote the practical relevance of our college.

### **DEGREES, MINORS and CERTIFICATES**

#### **DEGREES OFFERED**

The Davis College of Business offers three (3) degrees in business:

- Bachelor of Business Administration (BBA) with majors in:
  - Accounting
  - Business Administration
  - Business Analytics
  - Business Information Systems
  - Economics

- Finance
- International Business
- Management
- Marketing
- Sport Business
- Sustainability (offered through the College of Arts and Sciences)
- Bachelor of Science (BS) with majors in:
  - Aviation Management
  - Aviation Management and Flight Operations
- Bachelor of Arts/Bachelor of Science (BA/BS) with majors in:
  - Economics

### **MINORS OFFERED**

The Davis College of Business offers minors in:

- Accounting
- Aviation Management
- Aviation Management and Flight Operations
- Business Administration (only for non-Business majors)
- Business Analytics
- Consumer Goods and Sales Marketing
- Economics
- Entrepreneurship
- Finance
- Management
- Marketing
- Professional Sales
- Sport Business

### **CERTIFICATES OFFERED**

The Davis College of Business offers certificates in:

- Consumer Goods and Services Marketing
- Entrepreneurship

## **Honor Code and Pride Program**

### **HONOR CODE**

To underscore the importance of truth, honesty and accountability, students, faculty and staff of the Davis College of Business developed the P.R.I.D.E document.

All DCOB students must sign a P.R.I.D.E. document each year that states that they understand and agree to conform to this concept of honor. MBA and EMBA students also sign an MBA Honor Code form each year that states that they understand and agree to conform to the following: I do not lie, cheat, steal or condone those who do.

### **PROFESSIONAL RESULTS IN DAILY EFFORTS (P.R.I.D.E.) PROGRAM**

“We the students and faculty of the Davis College of Business understand learning is a process of interaction, partnering, and collaboration. To create the learning environment necessary to produce the future generators of sustainable value for business and society at large, we understand we must focus

our daily efforts to achieve lasting success. Therefore, as indicated by my signature below, I agree to support the tenets and professional behaviors of the P.R.I.D.E. Program outlined below applicable to my position within the Davis College of Business.”

As DCOB Faculty, you can count on us to:

- Treat each student in a fair and equitable manner
- Come to class prepared
- Start and end class on-time
- Honor office hours
- Make required textbooks and reading materials relevant to the material taught
- Use a proper mix of IT and lecture (Blackboard)
- Return assignments in a timely manner
- Allow peer review to reduce “free-riders” on team projects

As DCOB Students, you can count on us to:

- Respect everyone’s right to have a positive academic experience
- Respect other students’ property
- Respect other students’ cultures and opinions
- Support academic integrity
- Be enthusiastic and productive members of team projects
- Come to class on-time
- Come to class prepared
- Be attentive and participate
- Turn assignments in on-time
- Respect others by not having real or virtual side conversations
- Turn off electronic devices during class
- Dress appropriately

### **ACADEMIC HONESTY**

All students of the Davis College of Business are expected to adhere to the highest standard of academic honesty. It is the responsibility of all students to ensure that the integrity of this standard is not violated. The programs define academic dishonesty as: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing, altering, forging or misusing a University academic record; taking, acquiring or using test materials without faculty permission; acting alone or in cooperation with others to falsify records or to obtain dishonestly grades, honors, awards or professional achievement.

Procedures for Addressing Academic Dishonesty - The Davis College of Business adheres to the established processes and procedures of Jacksonville University regarding definitions and standards for academic honesty and all appeals as outlined in the Academic Information section of this catalog.

### **DCOB INTERNSHIP REQUIREMENTS**

Undergraduate students whose major or minor is in the Davis College of Business (except aviation students <sup>1</sup>) may do a Davis College of Business internship for academic credit.

Applicants must:

- Have junior or senior status or departmental approval.
- Earn a 2.5 cumulative GPA or better.
- Accounting majors must have a 2.5 GPA or better in the major.

- All other majors must have a 3.0 GPA or better in the major.
- Successfully completed the DCOB core course (courses) in the field of the internship, and any other appropriate course(s) as established by the major field faculty.

All interns are required to:

- Have a sponsor in the organization.
- Have a faculty supervisor (full-time DCOB faculty) from the student's internship field.
- Write a formal paper.

Additional Information:

- Students must register for the internship prior to the beginning of the semester, when the internship starts
- Typically, a semester long internship (15 weeks), working 15 hours per week equates to earning three (3) credit hours for the internship. In other words, each 75 hours worked equates to earning one (1) credit hour for the internship.
- Internship credit hour ranges from zero (0) to a maximum of six (6) credit hours per semester. Applying internship credit hours within a major is at the discretion of the department chair. A three (3) credit internship can fulfill the required business elective in most DCOB majors. No more than 12 internship credit hours can be earned and applied toward the fulfillment of the 120 credit hours required for a degree.

---

## Davis College Of Business Core Requirements

<b>Code</b>	<b>Course</b>	<b>Credit</b>
ACCT 201	Principles of Accounting I <sup>6</sup>	3
ACCT 202	Principles of Accounting II <sup>6</sup>	3
MGT 308WS	Business Communications <sup>6</sup>	3
MGT 321	The Legal and Ethical Environment of Business <sup>1, 2, 6</sup>	3
DSIM 203RI	Applied Business & Economics Analysis <sup>6</sup>	3
ECON 201	Principles of Macroeconomics <sup>6</sup>	3
ECON 202	Principles of Microeconomics <sup>6</sup>	3
MATH 112	Modern Applications of Mathematics <sup>5, 6</sup>	3
DSIM 201	Business Statistics <sup>6</sup>	3
DSIM 305	Quantitative Business Methods	3
FIN 301	Corporate Finance <sup>1, 4</sup>	3
INB 303	Competing in the Global Environment	3
MGT 310	Organizational Behavior and Leadership Skills	3
MGT 320	Leadership	3
DSIM 370	Management of Information Technology <sup>1, 3, 4</sup>	3
MKG 301	Principles of Marketing	3

These courses should be taken only when student has attained senior status:

<b>Code</b>	<b>Course</b>	<b>Credit</b>
DSIM 350	Project & Operations Management <sup>1</sup>	3
MGT 432	Business Strategy and Venture Development <sup>1, 2</sup>	3
		<b>Total: 54</b>



See the [Course Descriptions](#) section in this catalog for prerequisite information.

1. Except AVO majors
2. Except AVM majors
3. Accounting majors take ACCT 370 instead of DSIM 370.
4. Sport Business majors take SPO 301 instead of FIN 301 and SPO 370 instead of DSIM 370.
5. MATH 112 or MATH 140 or a (MATH) course that includes calculus will fulfill this core requirement.
6. A "C" (2.0) or better is required in each of these DCOB core courses in order to use these courses as part of the core requirement for all business majors.

---

## Accounting

The field of accounting is often divided into two parts: financial and managerial. Financial accounting is concerned with reporting the results of the operations and financial position of a business firm to those both inside and outside of the management of the firm, including stockholders. Managerial accounting deals with the techniques, controls, systems, and reports used internally by the managers of an organization.

The accounting curriculum at Jacksonville University is designed to provide a foundation for entry into either the financial or managerial areas of accounting. A license as a CPA for the financial accountant, a CMA for the managerial accountant, or a CIA for the internal auditor are the frequent goals of an accounting student.

In addition to these professional opportunities, accounting students become excellent candidates for management positions in such areas as banking, investment houses, and brokerage firms. Many of the major accounting firms are heavily involved in management consulting.

### MAJOR REQUIREMENTS

Students majoring in accounting must complete the University Core and Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 314	Cost-Based Decision Making	3
ACCT 341	Federal Taxation	3
ACCT 370	Accounting Information Systems	3
ACCT 450	Advanced Accounting I	3
ACCT 453	Auditing	3
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and outside major requirements.	3
		<b>Total: 24</b>

**ACCOUNTING MAJOR Important Notes:**

- Students majoring in accounting must earn a “C” or better in ACCT 201 and ACCT 202 before taking all 300 level and above accounting courses, except ACCT 305.
- In addition, accounting majors must earn a “C” or better in ACCT 311 before taking ACCT 312, ACCT 450, and ACCT 453.

**MINOR REQUIREMENTS**

A minor in accounting consists of 12 credit hours of accounting courses numbered above ACCT 202 that must include ACCT 311 and ACCT 312. The remaining six (6) credit hours are chosen with the written approval of the accounting program coordinator.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT xxx	Additional 6 credit hours of accounting courses chosen with the written approval of the accounting program coordinator	6
		<b>Total: 12</b>

**ACCOUNTING MINOR Important Notes:**

- Students minoring in accounting must earn a “C” or better in ACCT 201, ACCT 202, and ACCT 311.
- A course taken as part of a major cannot also be used to satisfy the requirements of a minor.

**School of Aviation**

**MISSION AND VISION**

The mission of the Jacksonville University School of Aviation is to produce professional aviators and aviation managers possessing the leadership and professional skills necessary to sustain safety and profitability in global aviation. The School of Aviation achieves this mission with a world-class curriculum that sufficiently equips students to thrive professionally and financially as global aviation evolves.

Our vision is to be the world leader in innovative collegiate aviation programs producing graduates who increase the safety and profitability of global aviation.

**PROGRAM GOALS**

- Professional Competency: Graduates will possess the requisite knowledge and skills necessary to make an immediate positive impact for their employer as well as act with the highest standards of professionalism evidenced by their ethical character and integrity.
- Regulatory Compliance: Graduates will be able to assess the role and impact of regulatory compliance in the conduct of global aviation commerce.
- Triple Bottom Line: Graduates will be able to apply the knowledge that sustained profitability in global aviation commerce results from the involvement of innovative and engaged people who develop optimal use of resources.
- Critical Thinking: Graduates will demonstrate the planning, decision making, workload management, and communication skills necessary to engage in effective critical thinking.

## **MAJORS OFFERED**

The School of Aviation offers two (2) undergraduate majors that prepare students for careers in the air transportation field. Both degree programs are accredited by the Aviation Accreditation Board International (AABI).

- Aviation Management and Flight Operations (AVO)
- Aviation Management (AVM)

## **FAA AIR TRAFFIC COLLEGIATE TRAINING INITIATIVE (CTI) PROGRAM**

Jacksonville University offers a program for those who wish to become air traffic controllers under the Air Traffic Collegiate Training Initiative (AT-CTI). JU is one of the few schools in the nation selected by the FAA to participate in the CTI program. The program is designed to be a broad-based introduction to aviation and is not specifically a job preparation program for FAA Air Traffic Controllers. While participation allows qualified graduates to be hired by the FAA as air traffic controllers, it does not guarantee that students will be selected by the FAA . Both AVO and AVM majors can qualify to enroll in the CTI Program. For more information, please contact the School of Aviation at (904) 256-7895.

## **MINORS OFFERED**

There are two (2) program minors in aviation studies available to non-aviation students:

- Aviation Management and Flight Operations (AVO)
- Aviation Management (AVM)

## **ACADEMIC CREDIT FOR FAA PILOT CERTIFICATES AND RATINGS**

Academic credit will only be awarded for FAA pilot certificates obtained prior to matriculation at Jacksonville University.

For Aviation Management and Flight Operations majors, academic credit for previous FAA pilot certificates and ratings, if approved, will be awarded only upon completion of a minimum of two (2) AVO flight courses totaling three (3) or more credit hours taken in residence. In addition, Aviation Management and Flight Operations majors must complete a minimum of two (2) AVO flight courses in residence in order to graduate.

For Aviation Management majors, academic credit for previous FAA pilot certificates and ratings, if approved, will be awarded only upon completion of a minimum of two (2) AVS/AVM/AVO courses totaling six (6) or more credit hours taken in residence. For more information, contact the School of Aviation at (904) 256-7895.

## **RESIDENCY REQUIREMENTS**

Once an Aviation Management and Flight Operations student has matriculated at Jacksonville University, he/she must complete all AVO flight courses and associated AVS ground courses in residence.

## **DISMISSALS AND SUSPENSION POLICIES**

Dismissal policies for the School of Aviation are the same as those stated in the Academic Information section of this catalog. However, because of the serious nature of flight training and the requirement for professional attitudes, the director of the School of Aviation is the sole judge of any student's fitness to continue in any flight-training program.

In matters pertaining to academic performance, University policies are followed.

- Students who use, sell or transport controlled substances (as defined in FAR 91.17 and 91.19) will be dismissed when such actions become known to the director, regardless of the source of discovery.
- Students who engage in reckless or careless operation of aircraft so as to endanger the life or property of others (FAR 91.13) will be dismissed when such actions become known to the director.
- Students who are intemperate users of alcoholic beverages may be suspended or dismissed from the program depending on whether or not the use involved flight or dispatch training. If involving flight or dispatch training, the person will be dismissed. If the behavior is under other circumstances, the person will be suspended for an appropriate period.
- Students who cheat in flight or ground aviation studies will be suspended from the program for an appropriate period or dismissed for a repeat offense. Students who lie or otherwise mislead other students or faculty in matters pertaining to aviation studies will be suspended for an appropriate period or dismissed for a repeat offense.
- Other antisocial behavior such as financial irresponsibility, offensive personal habits, continued intemperate or profane language, or crimes committed under the U.S. or state codes will be individually considered by the director, and suspension or dismissal is required when appropriate.
- Each student, upon submission of his or her entrance application, automatically agrees with this prerogative and further agrees to take no legal action against JU or any staff or faculty member as a result of dismissal or accidents wherein negligence on the part of the University is not considered as the primary cause of any accident or incident.

### **ANTI-DRUG PROGRAM**

Jacksonville University is committed to the highest aviation safety standards. In accordance with the School of Aviation's safety "culture," the university has endorsed an anti-drug program implemented and administered by our flight school contractor, L3 Airline Academy. As a result, all students taking part in flight training at JU will be required to participate in a random drug testing program. Any student known to engage in illegal drugs will be terminated from the flight training program. For additional information about this program please contact our flight school at (904) 641-5774.

---

### **Aviation Flight Program Sequence**

Course sequence for the flight program is as indicated below:

- The flight-training program consists of a minimum of seven (7) aviation science (AVS) courses and eight (8) flight laboratory (AVO) courses that are time phased. Courses AVS 101 and 102 are to be taken concurrently with AVO 110. At the successful completion of AVO 110 and AVO 112 the student earns a Private Pilot Certificate.
- Once a student completes both AVO 110 and AVO 112 (or the equivalent Private Pilot Certificate prior to enrollment at JU), he or she then progresses to the next courses in the Instrument Rating program. This consists of two (2) aviation science courses (AVS 202 and AVS 103) and two (2) flight courses (AVO 213 and AVO 215). At the successful completion of AVO 213 and AVO 215, the student earns an Instrument Rating.
- Upon achievement of the above ratings (at JU or prior to enrollment at JU), he or she will commence the Commercial Pilot-Multiengine Certification program. This program consists of one (1) aviation science course (AVS 303) and two (2) flight courses (AVO 313 and AVO 317).

Upon receiving a Commercial Pilot Certificate with a Multi-Engine Rating, the student will complete training to add a Single-Engine Rating consisting of one (1) flight course (AVO 316). Those students possessing a Commercial Pilot Certificate with a Single-Engine Rating prior to enrolling at JU will complete training to add a Multi-Engine Rating consisting of one (1) aviation science course (AVS 303) and one (1) flight course (AVO 412).

- Next, students enrolled in the Commercial Pilot track will take the Certified Flight Instructor coursework with one (1) aviation science course (AVS 401), and one (1) flight course (AVO 410). These courses must be taken in the same semester.

- Finally, students enrolled in the Commercial Pilot track will take the Certified Flight Instructor-Instrument courses consisting of AVS 411 and AVO 411.

Upon completion Certified Flight Instructor within this flight sequence, candidates may apply for paid flight instructor positions with L3 Airline Academy. Students may chose additional flight course offerings if they desire.

---

## Aviation Management & Flight Operations

The mission of the Jacksonville University School of Aviation's Aviation Management and Flight Operations major is to produce professional aviators possessing the leadership and professional skills necessary to sustain safety and profitability in global aviation. The School of Aviation achieves this mission with a world-class, business-based curriculum that prepares students to thrive professionally and financially as the global aviation industry evolves.

The Aviation Management and Flight Operations (AVO) major prepares students for careers as professional pilots. The curriculum provides a solid foundation in business management and all required FAA pilot ratings to conduct flight operations in the National Airspace System. The AVO program offers four (4) areas of focus or career tracks:

- Commercial Pilot
- Commercial Pilot for International Students
- Military – Navy
- Military – Marine

Students must select the career track of their choice upon entry into the program. Students selecting a Military track must be actively enrolled in the corresponding NROTC Navy or Marine Corps program at Jacksonville University. Each career track consists of the University Core Curriculum, the modified Davis College of Business Core Curriculum, and a common aviation core. The remaining course requirements are specific to the chosen track. The flight training program for students in the Commercial Pilot track includes all FAA flight ratings required to operate as commercial pilots and flight instructors. The flight training program for students in the International track or either Military track is shorter and only includes FAA flight ratings up to commercial pilot certification.

The flight training program is offered in cooperation with L3 Airline Academy. The flight program is FAA-certified under Federal Aviation Regulations Part 141. Please refer to the Admission section of the Catalog for special information about application and admission requirements for this program.

### **AVO MAJOR REQUIREMENTS**

The degree program in Aviation Management and Flight Operations requires a minimum of 120 credit hours and includes the following four (4) components:

- University Core Curriculum
- Modified Davis College of Business Core Curriculum
- Common aviation management & flight operations core
- Area of focus or career track

Students majoring in Aviation Management & Flight Operations (AVO) must earn a “C” or better in courses AVS 101, AVS 202, AVS 303, AVS 401, AVS 411, and AVM 407RI.

**Modified Davis College of Business Core Curriculum for AVO majors:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 201	Principles of Accounting I <sup>1</sup>	3
ACCT 202	Principles of Accounting II <sup>1</sup>	3
MGT 308WS	Business Communications <sup>1</sup>	3
ECON 201	Principles of Macroeconomics <sup>1</sup>	3
ECON 202	Principles of Microeconomics <sup>1</sup>	3
MATH 112	Modern Applications of Mathematics <sup>1,2</sup>	3
DSIM 201	Business Statistics <sup>1</sup>	3
DSIM 305	Quantitative Business Methods	3
MKG 301	Principles of Marketing	3
<b>Subtotal: 27-28</b>		

<sup>1</sup>. A “C” (2.0) or better is required in order to use this course as part of the Davis College of Business Core Curriculum requirement for any business major.

<sup>2</sup>. NROTC students in the Military-Navy Track take MATH 140 (Calculus I; 4 cr. hrs.) instead of MATH 112.

**Common AVO Core**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVS 101	Aviation Science for Private Pilots	3
AVS 102	Aviation Weather	3
AVS 103	Introduction to Aviation Automation	3
AVS 202	Aviation Science for Instrument Pilots	3
AVS 303	Aviation Science for Commercial Multi-Engine Pilots	3
AVS 404	Advanced Aircraft Systems II	3
AVS 415	Air Transport Operations for the Professional Pilot	3
AVS 432	Advanced Aircraft Systems III	3
AVO 110	Private Pilot Lab A	2
AVO 112	Private Pilot Lab B	2
AVO 213	Instrument Rating Lab A	2
AVO 215	Instrument Rating Lab B	2
AVO 313	Commercial Pilot Multi-Engine Lab A	1
AVO 317	Commercial Pilot Multi-Engine Lab B	1
AVO 432	Jet Transition Training Lab <sup>1</sup>	2
AVM 302	Aviation Economics	3
AVM 403	Aviation Transportation Environment	3
AVM 406	Aviation Law	3
AVM 407RI	Crew Resource Management	3
<b>Subtotal: 48</b>		
<b>Total: 75-76</b>		

<sup>1</sup>. AVO 432 is a capstone course for AVO majors.

**Note:** AVO students should take the following courses in sequence: AVS 404, AVM 407RI, AVS 432, AVS 415, and AVO 432. Only AVS 432 and AVS 415 may be taken simultaneously.

**CAREER TRACKS (Students must select one Career Track listed below)**

**Commercial Pilot Track**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVS 401	Elements of Flight Instruction	3
AVS 411	Elements of Flight Instruction - Instrument	2
AVO 316	Commercial Single-Engine Pilot Lab	1
AVO 410	Flight Instructor Airplane Lab	2
AVO 411	Flight Instructor Instrument Lab	2
AVM 311	Airline Management	3
PHYS 125	Aviation Physics	4
XX xxx	One (1) Aviation Elective <sup>1</sup>	3
		<b>Total: 20</b>

<sup>1</sup> The Aviation electives may be any additional AVO, AVM, or AVS course not listed in the common Aviation core or the specific concentration.

**Commercial Pilot Track (for International Students only)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVM 311	Airline Management	3
MGT 310	Organizational Behavior and Leadership Skills	3
PHYS 125	Aviation Physics	4
XXX xxx	Nine (9) additional elective credit hours chosen from the courses listed directly below <sup>1</sup>	9
		<b>Total: 19</b>

<sup>1</sup> Aviation elective course choices for Commercial Pilot track for International Students only:

- AVM 306 Airport Planning and Management, 3 cr*
- AVM 404 Civil Aviation Operations, 3 cr*
- AVM 405 Advanced Air Traffic Control, 3 cr*
- AVO 316 Commercial Single Engine Pilot Laboratory, 1 cr*
- AVO 410 Flight Instructor Airplane Laboratory, 2 cr*
- AVO 411 Flight Instructor Instrument Laboratory, 2 cr*
- AVS 401 Elements of Flight Instruction, 3 cr*
- AVS 411 Elements of Flight Instruction-Instrument, 2 cr*
- INB 303 Completing in the Global Environment, 3 cr*
- INB 307/ECON 307 Comparative Economic Development, 3 cr*
- INB 410/ECON 410 The Economics of Globalization, 3 cr*

**Military-Navy Track**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 101	Introduction to Naval Science	2
NS 102	Seapower & Maritime Affairs	2
NS 201	Naval Ship Systems I	3
NS 202	Naval Ship Systems II	3
NS 301	Navigation & Naval Operations I	3
NS 302	Navigation & Naval Operations II	3

NS 313	Navigation Laboratory	1
NS 314	Navigation Laboratory	1
NS 402	Leadership and Ethics	3
PHYS 151	General Physics: Mechanics	4
		<b>Total: 25</b>

**NOTE:** There may be additional classes required by NROTC that are not listed in the above Navy track. Please consult with the NROTC Advisor for details.

### **Military-Marine Track**

Marine Corps option students will complete NS 310 (Evolution of Warfare) and NS 410 (Fundamentals of Maneuver Warfare) during the sophomore and junior years in lieu of NS 201-202 and NS 301-302/NS 313-314.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NS 101	Introduction to Naval Science	2
NS 102	Seapower & Maritime Affairs	2
NS 310	Evolution of Warfare	3
NS 402	Leadership and Ethics	3
NS 410	Fundamentals of Maneuver Warfare	3
PHYS 125	Aviation Physics	4
XX xxx	One Aviation Elective <sup>1</sup>	3
		<b>Total: 20</b>

<sup>1</sup> The Aviation elective may be any additional AVO, AVM, or AVS course not listed in the common Aviation core or the specific concentration.

**NOTE:** There may be additional classes required by NROTC that are not listed in the above Marine track. Please consult with the NROTC Advisor for details.

### **AVO MINOR REQUIREMENTS**

A minor in Aviation Management and Flight Operations requires that the student complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVS 101	Aviation Science for Private Pilots	3
AVS 102	Aviation Weather	3
AVS 103	Introduction to Aviation Automation	3
AVO 110	Private Pilot Lab A	2
AVO 112	Private Pilot Lab B	2
		<b>Subtotal: 13</b>

**In addition,** one (1) course must be taken from the following 3-credit hour courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVM 301	Aviation History & Development	
AVM 302	Aviation Economics	
AVM 306	Airport Planning & Management	
AVM 403	The Aviation Transportation System Environment	
AVM 404	Civil Aviation Operations	



AVM 406	Aviation Law
AVM 407RI	Crew Resource Management
AVS 202	Aviation Science for Instrument Pilots

**Subtotal: 3**  
**Total: 16**

## Aviation Management

The mission of the Jacksonville University School of Aviation’s Aviation Management major is to produce Aviation Managers possessing the leadership and professional skills necessary to thrive in the global aviation industry. The School of Aviation achieves this mission with a world-class, business-based curriculum that prepares students to grow professionally and financially as the world of professional aviation evolves.

The Aviation Management (AVM) major prepares students for careers as managers in various areas of the aviation industry. The program develops expertise in business management with emphasis on administration of various aviation enterprises. The curriculum includes such areas as business economics, data acquisition and analysis, finance, marketing, and the study of aviation business law and regulation. The AVM program offers three (3) areas of focus or career tracks:

- Airport management
- Airline management
- Air traffic control

Students must select the career track of their choice by their Junior or Senior year. Each career track consists of the University Core Curriculum, the modified Davis College of Business Core Curriculum, and a common aviation core. The remaining course requirements are specific to the chosen track and consist of a final sequence of courses leading to a culminating experience course (internship or independent study research project) in the area chosen. It may be possible for a student to select more than one area of focus.

### AVM MAJOR REQUIREMENTS

The degree program in Aviation Management requires a minimum of 120 credit hours and includes the following four (4) components:

- University Core Curriculum
- Modified Davis College of Business Core Curriculum
- Common aviation management core
- Area of focus or career track

### Modified Davis College of Business Core Curriculum for AVM majors

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 201	Principle of Accounting I <sup>1</sup>	3
ACCT 202	Principle of Accounting II <sup>1</sup>	3
MGT 308WS	Business Communications <sup>1</sup>	3
ECON 201	Principle of Macroeconomics <sup>1</sup>	3
ECON 202	Principle of Microeconomics <sup>1</sup>	3
MATH 112	Modern Applications of Mathematics <sup>1</sup>	3
DSIM 203RI	Applied Business & Economic Analysis <sup>1</sup>	3
DSIM 201	Business Statistics <sup>1</sup>	3

DSIM 305	Quantitative Business Methods	3
FIN 301	Corporate Finance	3
INB 303	Competing in the Global Environment	3
MGT 310	Organizational Behavior and Leadership Skills	3
MGT 320	Leadership	3
DSIM 370	Management of Information Technology	3
MKG 301	Principle of Marketing	3
DSIM 350	Project and Operations Management	3

**Subtotal: 48**

1. A "C" (2.0) or better is required in order to use this course as part of the core requirement for any business major.

### Common Aviation Management Core

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVS 101	Aviation Science for Private Pilots	3
AVS 103	Introduction to Aviation Automation <sup>2</sup>	3
AVM 102	Introduction to Aviation Management and Weather	3
AVM 301	Aviation History & Development	3
AVM 302	Aviation Economics	3
AVM 306	Airport Planning and Management	3
AVM 403	The Aviation Transportation System Environment (Basic ATC)	3
AVM 406	Aviation Law	3
AVM 432	Strategies in Aviation Management <sup>1</sup>	3
MGT 360	Human Resource Management	3
PHYS 125	Aviation Physics	4

**Subtotal: 34**

1. AVM 432 is a capstone course for AVM majors.
2. May substitute AVM 303RI or AVM 305.

### CAREER TRACKS (Students must select one Career Track listed below.)

#### Airport Management Track

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVM 404	Civil Aviation Operations	3
AVM 408	Strategic Airport Planning and Management	3
XX xxx	Plus one (1) Aviation Elective <sup>1</sup>	3

**Total: 9**

#### Airline Management Track

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVM 311	Airline Management	3
XX xxx	Plus two (2) Aviation Electives <sup>1</sup>	6

**Total: 9**

#### Air Traffic Control Track<sup>1</sup>

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVS 102	Aviation Weather	3
AVM 405	Advanced Air Traffic Control	3

XX xxx	Plus two (2) Aviation Electives <sup>2</sup>	6
		<b>Total: 12</b>

<sup>1</sup> Air traffic Control track students must separately enroll in the FAA ATC CTI program. Contact the Director, School of Aviation for details.

<sup>2</sup> Aviation electives can include any AVO (except AVO 110 and AVO 112 Private Pilot Labs), AVM, or AVS course not listed in the common aviation management core or the specific concentration.

**AVM MINOR REQUIREMENTS**

A minor in Aviation Management requires the student complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVS 101	Aviation Science for Private Pilots	3
AVM 301	Aviation History & Development	3
		<b>Subtotal: 6</b>

In addition, three (3) courses must be taken from the following 3-credit hour courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
AVM 302	Aviation Economics	
AVM 306	Airport Planning & Management	
AVM 403	The Aviation Transportation System Environment	
AVM 404	Civil Aviation Operations	
		<b>Subtotal: 9</b>
		<b>Total: 15</b>

**FAA Air Traffic CTI Program**

Jacksonville University offers a program for those who wish to become air traffic controllers under the Air Traffic Collegiate Training Initiative (AT-CTI). JU is one of the few schools in the nation selected by the FAA to participate in the CTI program.

The program allows qualified graduates to be hired by the FAA as air traffic controllers. To be eligible for hiring by the FAA through the CTI Program, students must:

- Hold U.S. citizenship
- Complete a four year degree in aviation management and flight operations (AVO) or aviation management (AVM)
- Meet CTI course requirements (see below)
- Be recommended by the university to the FAA
- Successfully complete (with a minimum grade of 70%) the Air Traffic Selection and Training (AT-SAT) Test administered by the FAA
- Be less than 31 years of age at time of hiring by the FAA
- Pass an FAA physical examination (including hearing and vision tests and drug screening)
- Pass an FAA background security examination

The CTI program is open to both AVO and AVM students. However, to receive CTI endorsement, all students must take AVM 405 (Advanced Air Traffic Control) and obtain a grade of “C” or better in this class. In addition, AVO students must complete AVM 403 (Basic Air Traffic Control), and all required aviation science (AVS) and flight courses (AVO) with a “C” grade or better. AVM students who wish to

participate in the CTI program must select the Air Traffic Control track, and complete AVS 101 and AVM 403 as well as all track-specific courses (AVS 102, AVM 306, AVM 405, AVM 490/488) with a “C” grade or better.

The program is designed to be a broad-based introduction to aviation and is not specifically a job preparation program for FAA Air Traffic Controllers. While participation allows qualified graduates to be hired by the FAA as air traffic controllers, it does not guarantee that students will be selected by the FAA.

Additional requirements and disqualifying conditions pertain to the CTI program. For more information, please contact the School of Aviation at (904) 256-7895.

## Business Administration

The Business Administration major is designed for students who do not choose to specialize in any of the other major disciplines offered in the Davis College of Business. It permits the student with unique career objectives to select courses aimed at meeting this specific need. Additionally, the Business Administration major may not be earned in conjunction with any other major disciplines offered in the Davis College of Business.

### MAJOR REQUIREMENTS

Students majoring in Business Administration must complete the University Core and Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 310	Managerial Accounting I	3
ECON xxx	One (1) upper level course in Economics	3
FIN xxx *	One (1) upper level course in Finance	3
MGT 360	The Management of Human Resources	3
MKG 438	Marketing Strategy	3
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and major requirements.	3
		<b>Total: 18</b>

### BUSINESS ADMINISTRATION MAJOR Important Notes:

\*FIN 300 cannot be used as part of the Business Administration major.

•Management Accounting Track: Students wishing to complete the Business Administration major with the Management Accounting track must take ACCT/FIN 305, ACCT 315, FIN 420, and FIN 435 in addition to ACCT 310 (part of the Business Administration major). This raises the total credit requirement for the major to 24 credits.

### MINOR REQUIREMENTS

A minor in Business Administration is available for **non-business majors only** and requires 15 credit hours as follows:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 201	Principles of Accounting I	3

ACCT 202	Principles of Accounting II	3
MGT 310	Organizational Behavior and Leadership Skills	3
MGT 321	The Legal and Ethical Environment of Business	3
MKG 301	Principles of Marketing	3
		<b>Total: 15</b>

## Business Analytics

Business Analytics is the study of data through statistical and operations analysis, the formation of predictive models, application of optimization techniques and the communication of these results to customers, business partners and decision makers. Business analytics ranges from collecting, organizing and manipulating the data to efficiently communicating information and results. Therefore, it is supported by three major components: descriptive analytics, predictive analytics, and prescriptive analytics.

### MAJOR REQUIREMENTS

Students majoring in Business Analytics must complete the University Core **and** the Davis College of Business Core Curriculum requirements. In addition they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 307	Introduction to Business Analytics	3
DSIM 405	Advanced Statistics and Econometrics	3
DSIM 410	Business Database Analysis	3
DSIM 415	Management Science	3
DSIM 420	Visual Analytics, Capstone	3
XXX xxx	One (1) 3-credit hour business elective course chosen from ACCT/FIN 305, DSIM/MKG 435, DSIM 480, or DSIM 490	3
		<b>Total: 18</b>

### MINOR REQUIREMENTS

A minor in Business Analytics requires that the student take DSIM 203RI: Applied Business and Economics Analysis, and nine (9) credit hours of additional DSIM courses listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 203RI	Applied Business and Economics Analysis	3
DSIM 307	Introduction to Business Analytics (also required)	3
		<b>Subtotal: 6</b>

Choose two (2) three-credit hour courses from the DSIM courses below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 410	Business Database Analysis	
DSIM 415	Management Science	
DSIM 420	Visual Analytics, Capstone	
DSIM 435/MKG 435	Marketing Analysis	
		<b>Subtotal: 6</b>
		<b>Total: 12</b>

---

## Business Information Systems

Business Information Systems students have the ability to help businesses integrate information technology solutions and business processes to efficiently and effectively meet the information needs in a variety of business settings. The Business Information Systems program achieves a balance between the technical aspects of planning and managing information systems and the basics of business, while focusing on developing strong team and communication skills. The program stresses an experiential approach where students can experience and experiment with each new concept as it is presented. The connection between computing, business knowledge and communication skills prepares graduates for careers the modern technology enabled workplace.

### MAJOR REQUIREMENTS

Students majoring in Business Information Systems must complete the University Core **and** the Davis College of Business Core Curriculum requirements. In addition, they must take the following Information Systems courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 158	Application Development I	4
CS 160	Application Development II	4
CS 330	Networks & Wireless	3
CS 360	Database Design & Development	3
CS 365SI	System Analysis & Logical Design	3
CS 366	Physical Design & Implementation	3
CS 455WI	Project Management & Practice	3
	<b>Total:</b>	<b>23</b>

### BUSINESS INFORMATION SYSTEMS MAJOR Important Notes:

- A minimum grade of “C” is required in any course used as a prerequisite to a CS course.

---

## Economics

A major in economics prepares the student for research and management careers in business and government. It is an excellent preparation for advanced studies in business, public policy, public administration, international relations, and law. The course work equips the student with a practical understanding of economic and social problems and analytical skills to solve them.

A minor in economics is a valuable complement for any of the major degree programs offered by the Davis College of Business. It is also recommended for students majoring in history, political science, sociology, geography, international studies, or humanities.

### DEGREES OFFERED

There are three (3) bachelor degrees offered in Economics:

- Bachelor of Business Administration (BBA) in Economics
- Bachelor of Arts (BA) in Economics
- Bachelor of Sciences (BS) in Economics

The BBA degree in Economics is intended for students who desire a business degree focused on applied economics. Students who pursue this degree take a broad array of business courses in addition to their economics coursework. The BA and BS degree in Economics are designed for students who want to study the subject from a social sciences perspective. Students may choose elective courses from any area, such as political science, history, geography, international studies, sociology or humanities. Students who intend to pursue graduate study in economics may benefit from taking elective courses in mathematics, such as statistics, calculus, linear algebra, and differential equations

### **BACHELOR OF BUSINESS ADMINISTRATION DEGREE (B.B.A.) IN ECONOMICS MAJOR REQUIREMENTS**

Students seeking the Bachelor of Business Administration (BBA) degree and majoring in economics must complete the University Core and Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 304	The Economics of Business Decisions	3
ECON 305	Macroeconomics Analysis & Policy	3
ECON 450RI	Applied Economics Analysis	3
ECON xxx	Additional six (6) credit hours of economics courses numbered 300 or above that are not otherwise required for the major	6
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and major requirements.	3
<b>Total:</b>		<b>18</b>

### **ECONOMICS MAJOR (BBA) Important Notes:**

- Students majoring in economics must earn a “C” or better in ECON 201, ECON 202, ECON 304, and ECON 305.
- ECON 304 and ECON 305 should be completed before a student has attained senior status.

### **BACHELOR OF ARTS/BACHELOR OF SCIENCES DEGREE (B.A./B.S.) IN ECONOMICS MAJOR REQUIREMENTS**

Students seeking the Bachelor of Arts or Bachelor of Sciences degree and majoring in economics must complete the modified Davis College of Business Core curriculum listed below:

#### **Modified Davis College of Business Core**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 201 or MATH 205	Business Statistics or Elementary Statistics	3
MGT 308WS	Business Communications	3
MGT 321	The Legal and Ethical Environment of Business	3
CS 150	Personal Productivity Using Technology	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
MATH 112	Modern Applications of Mathematics	3
<b>Subtotal:</b>		<b>21</b>

Students are also required to take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 304	The Economics of Business Decisions	3
ECON 305	Macroeconomics Analysis & Policy	3
ECON 365	Survey of Modern Economics Thought	3
ECON 450RI	Applied Economic Analysis	3
ECON xxx	Additional five (5) ECON courses numbered 300 or above for 15 additional credit hours	15
		<b>Subtotal: 27</b>
		<b>Total: 48</b>

### MINOR REQUIREMENTS

A minor in economics consists of 12 credit hours of economic courses numbered above ECON 202, three (3) credit hours of which must be ECON 304 or ECON 305. The remaining nine (9) credit hours are chosen with the written approval of an economics faculty member.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 304	The Economics of Business Decisions	3
or ECON 305	Macroeconomic Analysis & Policy	
ECON xxx	Additional nine (9) credit hours of economics courses chosen with the written approval of an economics faculty member.	9
		<b>Total: 12</b>

### ECONOMICS MINOR Important Notes:

- Students minoring in economics must earn a “C” or better in ECON 201 and ECON 202.
- A course taken as part of a major cannot also be used to satisfy the requirements of a minor.

### Entrepreneurship Certificate and Minor

Entrepreneurship is offered as both a certificate and minor area of study. Students have the opportunity to study and assess the concept of Entrepreneurship and its role in the American Economy. Both the certificate and minor programs offer a unique learning opportunity to students who aspire to start or secure employment in a business having high growth potential.

The purpose of the entrepreneurship concentration is to expand the student’s basic knowledge of the entrepreneurial process and to develop a repertoire of venture management skills and techniques. Specific skills, concepts, and know-how relevant for attracting private equity financing to an entrepreneurial venture will be explored. The concentration focuses on the process of screening and recognizing opportunities that create value, and on the personal innovation required since organizational resources are often scarce.

The curriculum will prepare students for self-employment, and careers within innovative organizations, venture financing, and/or social entrepreneurship. Students compete in a local business plan competition and will have opportunities for internships at a local business incubator.

### CERTIFICATE REQUIREMENTS

Students seeking the Entrepreneurship Certificate must take the following courses:



<u>Code</u>	<u>Course</u>	<u>Credit</u>
ENT 481	Entrepreneurship and the New Economy	3
ENT 482	Managing and Growing the Entrepreneurial Enterprise	3
		<b>Subtotal: 6</b>

**Choose one (1) three credit hour course from the courses listed below:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 307	Introduction to Business Analytics	
ENT 480	Special Topics in Entrepreneurship	
ENT/FIN 483	Venture Finance	
ENT 487	Independent Study in Entrepreneurship	
ENT 490	Internship in Entrepreneurship	
INB 421	Global Business Experience	
MGT 322	Business Law II	
MGT 360	The Management of Human Resources	
MKG 331	Advertising Management	
MKG 333	Sales and Customer Relationship Management	
MUS 321WR	Entrepreneurship in Music Industry	
XXX xxx	An approved Research Intensive, experiential learning or Entrepreneurship course selected from the student's chosen discipline, if available.	
		<b>Subtotal: 3</b>
		<b>Total: 9</b>

**NOTE:** Students will not be permitted to earn both this certificate and a minor in Entrepreneurship.

#### **MINOR REQUIREMENTS**

Students seeking a minor in Entrepreneurship must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 201**	Principles of Accounting I	3
ENT 481	Entrepreneurship and the New Economy	3
ENT 482	Managing and Growing the Entrepreneurial Enterprise	3
MKG 301**	Principles of Marketing	3
		<b>Subtotal: 12</b>

**Choose one (1) three credit hour course from the courses listed below:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 307	Introduction to Business Analytics	
ENT 480	Special Topics in Entrepreneurship	
ENT/FIN 483	Venture Finance	
ENT 487	Independent Study in Entrepreneurship	
ENT 490	Internship in Entrepreneurship	
INB 421	Global Business Experience	
MGT 322	Business Law II	
MGT 360	The Management of Human Resources	
MKG 331**	Advertising Management	
MKG 333 **	Sales and Customer Relationship Management	
MUS 321WR	Entrepreneurship in Music Industry	

XXX xxx

An approved Research Intensive, experiential learning or Entrepreneurship course selected from the student's chosen discipline, if available.

**Subtotal: 3**

**Total: 15**

**ENTREPRENEURSHIP MINOR Important Notes:**

- Students minoring in Entrepreneurship must earn a "C" or better in ENT 481 and ENT 482.
- **\*\*A course taken as part of a major cannot also be used to satisfy the requirements of a minor.** Davis College of Business majors must take upper level MKG and ACCT or FIN classes not in their major.
- Students will not be permitted to earn both this minor and the certificate in Entrepreneurship.

**Finance**

Finance is the study and practice of decision-making to acquire and manage real and financial assets for the purpose of creating and maintaining economic (market) value. Students majoring in finance will be prepared for career opportunities in corporate financial management, investment analysis and management, international financial management and insurance. The finance major is also an excellent preparation for students planning to enter graduate programs or seeking a professional degree in law, accounting or other professional programs.

**MAJOR REQUIREMENTS**

Students majoring in finance must complete the University Core and Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT/FIN 305	Financial Statement Analysis	3
FIN 420	Investments	3
FIN 435	Financial Management	3
FIN xxx	Any two 3-credit hour FIN electives, selected from 300 or 400 level FIN courses, except FIN 300	6
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and major requirements.	3
		<b>Total: 18</b>

**FINANCE MAJOR Important Notes:**

- Students majoring in finance must earn a "C" or better in FIN 301.
- FIN 435 should not be taken before the student's senior year unless all other finance course requirements are completed or in process of completion.

**MINOR REQUIREMENTS**

A minor in finance consists of 9 credit hours: FIN 305, 420, and 435. Students with a minor in finance must earn a "C" or better in FIN 301. A course taken as part of a major cannot also be used to satisfy the requirements of a minor.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT/FIN 305	Financial Statement Analysis	3
FIN 420	Investments	3
FIN 435	Financial Management	3
		<b>Total: 9</b>

## International Business

The international business major is an interdisciplinary program providing the academic foundation and basic professional skills for entry-level positions in private corporations, financial institutions, and government agencies involved in multinational business operations.

It is strongly recommended that students majoring in international business also major in either marketing, economics, or finance or minor in one or more of these areas.

### MAJOR REQUIREMENTS

Students majoring in international business must complete the University Core and the Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON/INB 307	Comparative Economic Development	3
ECON/INB 410	The Economics of Globalization	3
FIN/INB 415	International Finance	3
INB 420	Global Business	3
IS xxx	Any three (3) credit hour International Studies course (fulfills a JU core curriculum requirement)	3
MKG/INB 341	International Marketing	3
POL 208	International Politics (fulfills a JU core curriculum requirement)	3
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and major requirements	3
		<b>Total: 24</b>

### Foreign Language Requirement:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XX xxx	Proficiency in any foreign language at a minimum college level(i.e. 102 college level) or standard tests. (Excludes American Sign Language)	
		<b>Total: credit varies</b>

---

## Management

The courses in this major are designed to provide the student with an understanding of the application of management concepts from the basic principles to the development of the organizational objectives and the strategies necessary to achieve these objectives. The critical skills of working with people, the effective behavior of people in organizations, the development of management information systems, the efficient operation of an organization – all from the systems viewpoint – are stressed in this area.

## MAJOR REQUIREMENTS

Students majoring in management must complete the University Core and the Davis College of Business Core Curriculum requirements. In addition they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 301	Principles of Management	3
MGT 326	Business, Ethics and Government	3
MGT 360	The Management of Human Resources	3
MGT 408	Organizational Design and Change Management	3
MGT 412	Executive Communication Techniques	3
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and major requirements	3
		<b>Total: 18</b>

## MINOR REQUIREMENTS

A minor in management requires that the student take MGT 310: Organizational Behavior and Leadership Skills and nine (9) credit hours of additional management courses chosen with the written approval of a management faculty member.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 310	Organizational Behavior & Leadership Skills	3
		<b>Subtotal: 3</b>

Choose three (3) three-credit hour courses from the management courses below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 301	Principles of Management	
MGT 308WS	Business Communication	
MGT 320	Leadership	
MGT 321	Legal & Ethical Environment of Business	
MGT 326	Business, Ethics and Government	
MGT 360	The Management of Human Resources	
MGT 408	Organizational Design and Change Management	
MGT 412	Executive Communication Techniques	
		<b>Subtotal: 9</b>
		<b>Total: 12</b>

## MANAGEMENT MINOR Important Notes:

- Students with a Davis College of Business major cannot apply MGT 308WS, MGT 320 or MGT 321 toward the management minor.
- A course taken as part of a major cannot also be used to satisfy the requirements of a minor.

---

## Marketing

The courses in this major are designed to provide students with an understanding of professional practices and techniques applied in the major areas of marketing management.

The marketing major is intended to prepare students for entry-level positions in advertising, brand management, marketing research, retail management, and professional sales. Through careful planning, a student who elects a major in marketing may add a second major from a complementary area such as economics, management, psychology or other fields of interest.

**MARKETING MAJOR REQUIREMENTS**

Students majoring in marketing must complete the University Core and Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 331	Advertising Management	3
MKG 333	Sales and Customer Relationship Management	3
MKG 438	Marketing Strategy	3
MKG xxx	Two (2) additional MKG courses selected from any remaining MKG courses	6
XX xxx	One (1) 3-credit hour business elective course numbered 300 or above from outside the Davis College of Business core and major requirements	3
		<b>Total: 18</b>

- CONSUMER GOODS AND SERVICES MARKETING Concentration in the Marketing major**  
 In addition to the successful completion of the requirements for the Marketing major, the Consumer Goods and Services Marketing Concentration requires the following courses and permits the student to graduate with a Marketing major with a concentration in Consumer Goods and Services Marketing. These courses may count as electives in the major:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 320	Product and Brand Management	3
MKG 334	Retail Management	3
MKG 336	Buyer Behavior	3
MKG 435	Market Analysis	3
		<b>Total: 12</b>

- PROFESSIONAL SALES Concentration in the Marketing major**  
 In addition to the successful completion of the requirements for the Marketing major, the Professional Sales Concentration requires the following courses and permits the student to graduate with a Marketing major with a concentration in Professional Sales:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 333	Sales and Customer Relationship Management	3
MKG 334	Retail Management	3
MKG 336	Buyer Behavior	3
MKG 433	Advanced Selling and Account Management	3
		<b>Total: 12</b>

### MARKETING MINOR REQUIREMENTS

A minor in marketing requires that the student take MKG 301: Principles of Marketing plus nine (9) credit hours of additional marketing courses chosen with the written approval of a marketing faculty member.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 301	Principles of Marketing	3
		<b>Subtotal: 3</b>

**Choose three (3) three-credit courses from the marketing courses below:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 331	Advertising Management	
MKG 333	Sales and Customer Relationship Management	
MKG 334	Retail Management	
MKG 336	Buyer Behavior	
MKG/INB 341	International Marketing	
MKG 435	Marketing Analysis	
MKG 438	Marketing Strategy	
		<b>Subtotal: 9</b>
		<b>Total: 12</b>

### MARKETING MINOR Important Notes:

- Students in the Davis College of Business majoring in other areas may apply MKG 438 against the requirements of a marketing minor.
- **A course taken as part of a major cannot also be used to satisfy the requirements of a minor.**

### CONSUMER GOODS AND SERVICES MARKETING MINOR REQUIREMENTS

A minor in consumer goods and services marketing requires that the student take MKG 301: Principles of Marketing (a prerequisite for all the classes listed below), plus nine (9) credit hours of additional marketing courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 301	Principles of Marketing	3
		<b>Subtotal: 3</b>

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 320	Product and Brand Management	3
MKG 334	Retail Management	3
MKG 336	Buyer Behavior	3
		<b>Subtotal: 9</b>
		<b>Total: 12</b>

### PROFESSIONAL SALES MINOR REQUIREMENTS

A minor in professional sales requires that the student take MKG 301: Principles of Marketing (a prerequisite for all the classes listed below), plus nine (9) credit hours of additional marketing courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 301	Principles of Marketing	3
		<b>Subtotal: 3</b>
<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 333	Sales and Customer Relationship Management	3
MKG 334	Retail Management	3
or MKG 336	or Buyer Behavior	
MKG 433	Advanced Selling and Account Management	3
		<b>Subtotal: 9</b>
		<b>Total: 12</b>

### CONSUMER GOODS AND SERVICES MARKETING CERTIFICATE REQUIREMENTS

A certificate in consumer goods and services marketing requires that the student take MKG 301: Principles of Marketing (a prerequisite for all the classes listed below), plus twelve (12) credit hours of additional marketing courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 301	Principles of Marketing	3
		<b>Subtotal: 3</b>
<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 320	Product and Brand Management	3
MKG 334	Retail Management	3
MKG 336	Buyer Behavior	3
MKG 435	Market Analysis	3
		<b>Subtotal: 12</b>
		<b>Total: 15</b>

**NOTE:** Students will not be permitted to earn a this Certificate if they are eligible to earn a Concentration or a Minor in Consumer Goods and Services Marketing.

---

## Sport Business

The BBA in Sport Business prepares the student to enter the industry at a variety of levels including community, scholastic, collegiate and professional positions. Opportunities in the Sport Business profession range from marketing, finance and management to sponsorship, public relations or communications. The core business courses provide the basis for students to progress to a collection of Sport Business courses that emphasis the diverse nature of the industry along with requirements to approach the decision-making process using a quantitative approach.

### MAJOR REQUIREMENTS

Students majoring in sport business must complete the University Core and Davis College of Business Core Curriculum requirements. In addition, they must take the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPO 300	Introduction to the Business of Sport	3
SPO 320	Sport Facility and Event Management	3
SPO 450	Sport Law and Compliance	3
SPO 460	Sport Business Strategy	3
XX xxx	Two (2) additional business elective courses chosen from: SPO 303, SPO 490, MKG 333, MKG 336, MGT 360, or courses approved by faculty advisor	6
		<b>Total: 18</b>

### **MINOR REQUIREMENTS**

A minor in sport business requires that the student take SPO 300: Introduction to the Business of Sport and nine (9) credit hours of additional sport business courses chosen with the written approval of a sport business faculty member.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPO 300	Introduction to the Business of Sport	3
		<b>Subtotal: 3</b>

Choose three (3) three-credit hour courses from the sport business courses below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPO 301	Sport Finance and Economics	
SPO 303	International Aspects of Sport	
SPO 320	Sport Facility and Event Management	
SPO 370	Sport Promotion and Technology	
SPO 450	Sport Law and Compliance	
SPO 460	Sport Business Strategy	
		<b>Subtotal: 9</b>
		<b>Total: 12</b>



## Adult Degree Program

The Adult Degree Program (ADP) provides learning opportunities tailored for persons other than full-time traditional day students. The mission of the program is to extend the University's instructional offerings to working people, in times and formats that are convenient for persons with daytime commitments.

Because this program differs in format and philosophy from conventional programs for traditional college students, ADP classes are not offered to traditional day students. Each ADP area of study gives adults an opportunity to complete a college degree and to obtain new skills for job advancement or change. This program is ideal for mature, highly motivated, self-disciplined students who have strong academic backgrounds and desire to expedite baccalaureate completion.

An academic year includes fall, spring and summer semesters. Students normally take from 3 to 12 credit hours per semester. Refer to Course Loads in the Academic Information Section of this catalog for limits.

In order to accelerate progress, students are encouraged to attend the summer sessions as well. Classes are both time and content intensive, and attendance is required for all class sessions.

### DEGREES

The Adult Degree Program (ADP) provides educational opportunities for adult students by offering a complete undergraduate program leading to one of three (3) degrees:

- Bachelor of Business Administration (BBA) with majors in:
  - Business Administration
  - Finance
  - Management
  - Marketing
- Bachelor of Science (BS) with majors in:
  - Interdisciplinary Studies
  - Social Sciences
- Bachelor of Arts (BA) with a major in:
  - Interdisciplinary Studies

For specific requirements of the Bachelor of Business Administration degrees, see the requirements for individual majors in the Davis College of Business undergraduate section of this catalog.

For specific requirements of the Bachelor of Science degree in Social Sciences, see the requirements for the Social Sciences major in the College of Arts and Sciences undergraduate section of this catalog.

For the specific requirements for the Bachelor of Arts or Bachelor of Science degree in Interdisciplinary Studies, see the requirements for the Interdisciplinary Studies major in the College of Arts and Sciences undergraduate section of this catalog.

## **ADMISSION**

Refer to Undergraduate Adult Degree Program under the Office of Admissions section of this catalog.

**Veterans Application** - Jacksonville University welcomes applications from veterans to the Adult Degree Program. The ADP fully qualifies for the financial benefits available to veterans or their dependents.

## **CLASS FORMATS**

Courses are typically offered in 8-week terms. There are two (2) eight-week sessions of classes available to students in each semester, including summer. Students may select from courses offered on weeknights and some limited Saturday and online classes. Some majors may include courses that are taught only in a 15-week format.

Adult Degree Program classes are designed for the working adult to facilitate completion of a bachelor's degree. ADP classes make it possible for students to achieve full-time status (i.e., enrolled in 12 credit hours or more in a semester).

**Alternative Credits** - Credit for the following must be awarded before taking the final 30 credit hours at Jacksonville University:

- Credit may be awarded by taking the College Level Examination Program (CLEP) tests, credit by examination (where available), and DSST testing.
- Credit may also be awarded for military-sponsored courses. Please refer to the section on Alternative Credits for more information.

## **TUITION**

Fall, spring and summer semesters - \$560 (per semester hour)

ADP tuition is a special rate unavailable to students who are currently enrolled in the traditional undergraduate academic program or to ADP students who enroll in courses offered through the traditional undergraduate academic programs.

ADP students whose schedules permit may avail themselves of classes offered under the traditional program schedule. However, the traditional tuition rate will apply.

ADP students must follow the same tuition payment procedures as traditional undergraduate students. The University offers options including student loans, financial aid, and corporate sponsor bill, if applicable, via the student's employer. ADP students deferring payment due to employer reimbursement will be charged a payment deferment fee of \$75 per semester.

## **WITHDRAWALS AND REFUNDS**

Students enrolled in the ADP accelerated class format should refer to the calendar published each semester in the ADP Class Schedule for the deadline dates concerning withdrawal and refunds.

Nonattendance in class does not constitute withdrawal. If a student wished to drop or withdraw from a class, he/she must submit a Registration/Schedule Change Form to the Adult Degree Program office for transmittal to the Registrar's office by the deadline published in the ADP Class Schedule.

**ACADEMIC REGULATIONS**

Adult Degree Program students are subject to the same academic rules and regulations that apply to all JU students with one exception: ADP students are not required to satisfy the University's Experiential Learning requirement. All other general University policies described in this catalog apply to ADP students as well.

For more details, refer to Academic Information and to General Policies sections in this catalog.

**GRADUATION INFORMATION**

Students who plan to graduate must apply for graduation one academic year prior to the anticipated graduation semester.

For more information, see [Graduation - Academic Information](#).

## College of Fine Arts

The College of Fine Arts is dedicated to giving to each individual student the instruction and guidance needed to realize his or her full artistic and intellectual potential, and provide each student with ongoing opportunities for performance and exhibition, as well as personal attention.

The College is comprised of three divisions:

- Division of Visual Arts
- Division of Music
- Division of Theatre and Dance

### SPECIAL FEATURES

- The Phillips Fine Arts Building houses a gallery/recital hall, the C.A.V.E. (Center for Animation and Virtual Environments) digital animation and design studio, an electronic music and recording studio, digital piano/computer laboratory, practice rooms, studios, classrooms, rehearsal rooms, the Alexander Brest Museum, musical instruments and equipment for the Department of Music.
- Terry Concert Hall, seating 402 persons, is the venue for concerts and recitals.
- Sam Marks Chapel, seating 150 persons, houses the choral program and serves as a rehearsal and performance venue for applied and chamber music rehearsals and performances.
- Swisher Theater, seating 400 persons, is a state of the art venue for plays, musicals and dance productions.
- Alternative performances are held in the studio black box theater and the Alexander Brest Dance Studios.
- Active chapters of Pi Kappa Lambda National Honor Society in Music, MUS Phi Epsilon, and the Collegiate Music Educators National Conference have been established on campus.
- Numerous ensembles with regular rehearsals and performances provide experience for all JU students.

### DEGREES OFFERED

#### BACHELOR OF ARTS (BA) DEGREES

- Bachelor of Arts in Art** - offers the student an understanding of several media and approaches to visual arts as it relates to the pursuit of arts administration, and/or fields within the arts.
- Bachelor of Arts in Dance** - offers the student intensive training in technique and choreography with the flexibility to study in depth in other fields and disciplines.
- Bachelor of Arts in Film** - offers students the opportunity to explore film history, theory, and criticism in depth along with a hands-on introduction to production. This combination of theoretical study with production experience gives students a unique understanding of how film creates meaning.
- Bachelor of Arts in Music** - offers emphases in a typical liberal arts curriculum. This generalist degree prepares students for careers or further study on advanced degrees that require a more general background.
- Bachelor of Arts in Theatre Arts** - offers a four-year comprehensive program designed to prepare students majoring in Theatre Arts for advanced studies in theatre or related fields.

## **BACHELOR OF FINE ARTS (BFA) DEGREES**

For those who qualify and envision careers as teachers or practicing visual or performing artists, the College offers these pre-professional degrees:

- **Bachelor of Fine Arts in Animation** - includes an art core and a variety of coursework focused on all aspects of computer animation from design through rendering with an emphasis on narrative animation production. This degree is designed for those interested in a career in animation as well as those wanting to pursue graduate work in the field.
- **Bachelor of Fine Arts in Art** - includes an art core and six concentration options: ceramics, glass, graphic design, illustration, photography, and sculpture. Each is designed to facilitate conceptual and technical skill sets pursuant to mastering one medium with the intent of pursuing a professional artist career.
- **Bachelor of Fine Arts in Dance** - offers a four-year pre-professional program of study, preparing the student for a professional career as performer or choreographer in a dance-related field. Opportunities are provided for the student to gain the necessary practical experience in dance performance, choreography, pedagogy, teaching, and other practical technical skills.
- **Bachelor of Fine Arts in Musical Theatre** - is a professional interdisciplinary degree that provides immersive study in the areas of music and vocal performance, theatre, and dance. This degree prepares students for careers as performers or for further advanced study.
- **Bachelor of Fine Arts in Theatre** – offers a four-year comprehensive program designed to prepare students majoring Theatre Arts for advanced studies in theatre and for professional work in theatre. The BFA degree is a pre-professional degree allowing students to concentrate in acting, technical theatre, or to incorporate both areas to best meet each student's individual needs.

## **BACHELOR OF MUSIC (BM) DEGREE**

- **Bachelor of Music** - is a professional program with concentrations available in Vocal, Instrumental and Piano Performance, Composition, and Jazz/Commercial Music in that prepares students for graduate study and careers in professional musical performance of classical music.

## **BACHELOR OF MUSIC EDUCATION (BME) DEGREE**

- **Bachelor of Music Education** - provides a curriculum with a strong music concentration in any instrument or voice, with general distribution requirements to ensure a liberal arts education. Students normally complete the 120-credit hour curriculum in four years. Students complete certification to teach music in kindergarten through twelfth grades in public schools in Florida (and other states) after completing the 120-credit hour curriculum. Students are also prepared for graduate study in music education.

## **BACHELOR OF SCIENCE (BS) DEGREE**

- **Bachelor of Science in Music Business** - is a generalist degree in music business. Students are also required to complete an option in management or music technology. This degree prepares students for careers in the music business or for further advanced study.

## **MINORS OFFERED**

For a listing of College of Fine Arts minors, see **Minor** sections in each division or department.

---

## FINE ARTS INTERNSHIP AND PRACTICUM

The Fine Arts internship program is administered and supervised by discipline-specific faculty members.

- Students will enroll under the suffix number 490 with the following options available: museum internship, art internship, music internship, music-business internship, and theatre internship. Other options may be added as the need and demand arises.
- Students wishing to intern in Fine Arts must follow the Career Resource Center's application procedures and apply to the appropriate chair prior to the start of the internship during the semester which the internship is to be undertaken.
- Applicants must have achieved junior standing or departmental approval, a 2.5 grade point average (GPA), and a 3.0 GPA in their major.
- Applicants must have completed at least 12 credit hours in the major program concerned.
- No student may earn more than 12 credit hours through internship.
- Fine arts students also may enroll in Fine Arts practicum courses with a discipline specific faculty sponsor and permission of the Division Chair.

## CORE CURRICULUM

Refer to the [Core Curriculum](#) section of this catalog for general University requirements specific to programs in the College of Fine Arts.

Specific information concerning degree programs within the College will be found in the appropriate description of each discipline.

---

## Division of Visual Arts

The Division of Visual Arts is dedicated to providing programs of excellence based on the University Core Curriculum, art and art history fundamental courses, and strong in-depth concentrations within one of the major programs sponsored by the division. The visual arts faculty provide opportunities for all students to discover and learn appreciation for the rich tradition of the visual arts and to study and develop artistic skills, technical capabilities, perceptual knowledge, expertise in design, and aesthetic sensitivity.

All students are welcomed, whether pursuing majors in the division, minors in the division or taking individual courses for enrichment.

### DEGREES OFFERED

- Bachelor of Arts (BA) in Art
- Bachelor of Arts (BA) in Film
- Bachelor of Fine Arts (BFA) in Animation
- Bachelor of Fine Arts (BFA) in Art

- Art Minor
- Art History Minor
- Ceramics Minor
- Film Minor
- Glass Minor
- Graphic Design Minor
- Illustration Minor
- Photography Minor
- Sculpture Minor

### MINORS

- Animation Minor

## PORTFOLIO REVIEW AND SCHOLARSHIPS

After acceptance to the University, prospective art (ceramics, glass, graphic design, illustration, photography and sculpture), animation, and film majors must complete a portfolio review in person or by means of electronic submission. Portfolio reviews are scheduled three (3) times throughout the academic year and are used to determine the student's skill level and possible scholarship awards.

Limited art scholarship recommendations and grant awards are available.

Portfolio review appointments may be arranged through the **Office of Admission**.

## FINE ARTS REQUIREMENTS

Requirements of all art major students:

- All art majors are required to register for a minimum of one (1) technique course each semester.
- All art majors are required to fulfill the College of Fine Arts sophomore review requirement before completion of 64 credit hours.
- All BFA candidates and BA Film candidates are required to complete the Division of Visual Arts junior review requirement before completion of 90 credit hours and registration in either ART 450WR or FVA 480WR.
- The University writing-intensive requirement must be fulfilled by completion of ART 450WR for BFA candidates and an equivalent for BA candidates.
- The University speech-intensive requirement must be fulfilled by completion of ART 451SR for BFA candidates and an equivalent for BA candidates.
- All students wishing to enroll in art studio courses above the 100-level must have fulfilled the prerequisites or receive permission from the instructor.

---

## Bachelor of Arts in Art

The Bachelor of Arts degree in Art offers students the opportunity to explore a liberal arts degree program with a major in art. All BA Art majors must complete the following:

- Required Art Fundamentals courses listed below.
- A concentration of 18-20 credit hours from courses selected from the concentrations offered by the division, under the direction of a visual arts faculty member or division chair.

## MAJOR REQUIREMENTS

### Art Fundamentals

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 100	2-D Art Foundations	4
ART 101	3-D Art Foundations	4
ART 107	Drawing I	3
ART 209	Figure Drawing I	3
ART 212	Foundations Seminar	2
ARH 282	Western Art to 1850	3
ARH 382	Modern Art to Post-Modern Art	3
ARH xxx	Art History Elective (excluding ARH 105)	3
	<b>Subtotal: 25</b>	

**AND** one of the following 18-20 credit hour concentration areas offered by the division, as listed below:

**Art History Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ARH 306	History of Photography	3
ARH xxx	Art History Elective	3
ARH xxx	Art History Elective	3
ARH xxx	Art History Elective	3
ARH 490	Art History Internship	3
FA 380	Fine Arts Practicum	3

**Ceramics Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 231	Clay Art: Hand-Building	4
ART 325	Casting	4
ART 331	Clay Art: Throwing I	4
ART 334	Surface Materials & Process	4
ART 431	Advanced Ceramics	4

**Glass Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 223	Glass Art: Blowing I	4
ART 323	Glass Art: Blowing II	4
ART 325	Casting	4
ART 330	Combining Media	4
ART 376/476	Special Topics in Glass	4

**Graphic Design Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 254	Digital Art	3
ART 255	Typography	3
ART 263	Web Design	3
ART 360	Graphic Design	3
ART 361	Graphic Studio	3
ART 363	Portfolio: Graphic Design	3

**Illustration Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 202	Illustration Methods	4
ART 203	Illustration Studio I	4
ART 254	Digital Art	3
ART 355	Narrative Illustration	4
ART 356	Editorial Illustration	4



### Photography Concentration

Students must take:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 205	Introduction to Digital Photography	4
ART 206	Introduction to Film Photography	4

Students may choose remaining 12 credit hours from:

ART 303	Studio Photography	4
ART 304	Color Photography	4
ART 305	Alternative Processes	4

### Sculpture Concentration

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 230	Introductory Sculpture	4
ART 325	Casting	4
ART 330	Combining Media	4
ART 376/476	Special Topics in Sculpture	4
ART 430	Advanced Sculpture	4

**Subtotal: 18-20**

**AND** the remaining requirements:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XX xxx	Any speech intensive (SI) course	3
XX xxx	Any writing intensive (WI) course	3

**Subtotal: 6**

**Total: 49-51**

---

## Bachelor of Arts in Film

The major in film leading to the BA degree is designed for students who intend to pursue professional careers or graduate study in the visual arts after college.

### MAJOR REQUIREMENTS

All BA Film majors must complete the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 212	Foundations Seminar	2
ART 254	Digital Art	3
FVA 101	Introduction to Film	3
FVA 170	History of Film	3
FVA 201	Elements of Screenwriting	3
FVA 273	Production I	3
FVA 301	Advanced Screenwriting	3
FVA 363	Time-Based Art	3
FVA 373	Production II	3

FVA 472	Directing	3
FVA 473	Advanced Production	3
FVA 474	Cinematography	3
FVA 480WR	Senior Thesis: Fall <sup>1</sup>	3
FVA 481SR	Senior Thesis: Spring <sup>2</sup>	3
THEA 113	Acting I	3
		<b>Total: 44</b>

<sup>1</sup>. Satisfies Core Curriculum Writing Intensive (WI) course requirement and Univeristy Experiential Learning requirement for film majors.

<sup>2</sup>. Satisfies Core Curriculum Speech Intensive (SI) course requirement and University Experiential Learning requirement for film majors.

## Bachelor of Fine Arts in Art

The major in art leading to the Bachelor of Fine Arts degree is designed for students who intend to pursue professional art careers or graduate study in the visual arts after college.

All BFA Art majors will complete the following:

- Required art fundamentals and art history core courses listed below.
- A concentration of 35-36 credit hours from courses selected from the concentrations offered by the division, including ceramics, glass, graphic design, illustration, photography or sculpture.
- A second concentration in ceramics, glass, graphic design, illustration, photography, or sculpture can be earned by completing the coursework listed for each concentration, or courses approved by the Division of Visual Arts

### MAJOR REQUIREMENTS

#### Art Fundamentals:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 100	2-D Art Foundations	4
ART 101	3-D Art Foundations	4
ART 107	Drawing I	3
ART 209	Figure Drawing I	3
ART 212	Foundations Seminar	2
ART 450WR	Senior Seminar I: The Emerging Artist <sup>1</sup>	3
ART 451SR	Senior Seminar II: Visual Presentations <sup>2</sup>	3
		<b>Subtotal: 22</b>

<sup>1</sup>. Satisfies Core Curriculum writing-intensive course requirement and Univeristy Experiential Learning requirement for BFA Art majors.

<sup>2</sup>. Satisfies Core Curriculum speech-intensive course requirement and Univeristy Experiential Learning requirement for BFA Art majors.

#### Art History Core:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ARH 282	Western Art to 1850	3

ARH 382	20th Century Modern Art to Post-Modern Art	3
ARH xxx	Art History Elective (excluding ARH 105)	3
		<b>Subtotal: 9</b>

**AND** one of the following 36-credit hour concentration areas listed below:

### **Ceramics Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 231	Clay Art: Hand-Building*	4
ART 312	Fabrication Practicum	1
ART 325	Casting *	4
ART 330	Combining Media*	4
ART 331	Clay Art: Throwing I*	4
ART 332	Clay Art: Throwing II	4
ART 334	Surface Materials & Process	4
ART 376/476	Special Topics in Ceramics	4
ART 431	Advanced Ceramics*	4
ART 490	Art Internship	4

(minimum requirement is 3 hours; maximum of 12 hours credit)

\*Courses are required and **CANNOT** be repeated for credit. All other courses may be repeated once for credit. Students may choose remaining ceramic courses from list to fulfill the 36 credit hour requirement.

### **Glass Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 223	Glass Art: Blowing I	4
ART 312	Fabrication Practicum	1
ART 323	Glass Art: Blowing II (must be repeated)	4/4
ART 325	Casting	4
ART 330	Combining Media	4
ART 376/476	Special Topics in Glass	4
ART 423	Glass Art: Blowing III (must be repeated)	4/4
ART 490	Art Internship	4

(minimum requirement is 3 hours; maximum is 12 hours credit)

### **Graphic Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 202	Illustration Methods	4
ART 205	Introduction to Digital Photography	4
ART 254	Digital Art	3
ART 255	Typography	3
ART 263	Web Design	3
ART 360	Graphic Design	3
ART 361	Graphic Studio	3
ART 362	Mobile Design	3
ART 363	Portfolio: Graphic Design	3
ART 490	Art Internship	4
		(minimum requirement is 4 hours; maximum is 12 hours credit)
FVA 363	Time-Based Art	3

**Illustration Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 202	Illustration Methods	4
ART 203	Illustration Studio I	4
ART 254	Digital Art	3
ART 355	Narrative Illustration	4
ART 356	Editorial Illustration	4
ART 357	Concept Art	4
ART 415	Illustration Studio II	4
ART 417	Illustration Portfolio	4
ART XXX	Any 4 credit hour ART elective	4

**Photography Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ARH 306	History of Photography*	3
ART 205	Introduction to Digital Photography*	4
ART 206	Introduction to Film Photography	4
ART 254	Digital Art	3
ART 303	Studio Photography	4
ART 304	Color Photography	4
ART 305	Alternative Processes in Photography	4
ART 306	Photojournalism	4
ART 376	Special Topics in Photography	4
ART 387/388/ 487/488	Independent Study in Photography	1-5
ART 390/391 490/491	Art Internship	1-4

\*Courses are required and CANNOT be repeated for credit. All other courses may be repeated once for credit. Students may choose remaining photography courses from list to fulfill the 36 credit hours requirement.

**Sculpture Concentration**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 230	Introductory Sculpture	4
ART 231 or ART 223	Clay Art: Hand-Building I Glass Art: Blowing I	4
ART 325	Casting	4
ART 330	Combining Media	4
ART 376	Special Topics in Sculpture	4
ART 430	Advanced Sculpture	4
ART 476	Special Topics in Sculpture	4
ART xxx	Any four (4) credit hour ART elective	4
ART 330 or ART 430	Student must repeat either ART 330 or ART 430	4

**Subtotal for concentration area: 35-36**

**Total: 67-68**

## Bachelor of Fine Arts in Animation

The major in Animation leading to the BFA degree is designed to provide those students passionate about using the computer to breath life into their artwork with the creative and technical skill sets to do so. Storytelling through sound animation principles is the underlying principle in all that we do, from design, to modeling and through animation to rendering. Majoring in Animation at JU will prepare the successful student to enter the field of Animation in the areas of independent narrative filmmaking, commercial animation and/or animation for games.

### MAJOR REQUIREMENTS

All BFA Animation majors will complete the following:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 100	2-D Art Foundations	4
ART 101	3-D Art Foundations	4
ART 107	Drawing I	3
ART 209	Figure Drawing I	3
ART 212	Foundations Seminar	2
ART 254	Digital Art	3
ART 263	Web Design	3
ART 490	Art Internship	3
ARH 382	20th Century Modern Art to Post-Modern Art	3
ARH xxx	Art History Elective	3
CS 158	Application Development I	4
FVA 101	Introduction to Film	3
FVA 262	3D Modeling & Design	3
FVA 263	Basic Computer Animation	3
FVA 363	Time-Based Art	3
FVA 364	Character Modeling & Animation	3
FVA 366	Intermediate Computer Animation	3
FVA 367	Animation Drawing	3
FVA 368	Animation Rendering	3
FVA 462	Advanced Computer Animation	3
FVA 480WR	Senior Thesis: Fall <sup>1</sup>	3
FVA 481SR	Senior Thesis: Spring <sup>2</sup>	3
THEA 113	Acting I	3
		<b>Total: 71</b>

<sup>1</sup>. Satisfies Core Curriculum writing-intensive course requirement and University Experiential Learning requirement for Animation majors.

<sup>2</sup>. Satisfies Core Curriculum speech-intensive course requirement and University Experiential Learning requirement for Animation majors.

---

## Art Minors

The Division of Visual Arts recommends students consult an art advisor prior to declaring a minor, especially if more than one art minor is desired. Minor concentrations offered as follows:

**ART MINOR**

Consists of 18-20 credit hours selected from appropriate courses with assistance and approval of the division.

**ART HISTORY MINOR**

Consists of 18 credit hours, to include the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ARH 282	Western Art to 1850	3
ARH 382	Modern Art to Post-Modern Art	3

Choose remaining 12 credit hours with approval of the division.

**ANIMATION MINOR**

Consists of 18 credit hours from the following list of courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 254	Digital Art	3
FVA 262	3D Modeling and Design	3
FVA 263	Basic Computer Animation	3
FVA 364	Character Modeling and Animation	3
FVA 366	Intermediate Computer Animation	3
FVA 462	Advanced Computer Animation	3

**CERAMICS MINOR**

Consists of 20 credit hours to include the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 231	Clay Art: Hand-building	4
ART 331	Clay Art: Throwing I	4
ART 334	Surface Materials & Process	4

Choose remaining 8 credit hours from courses listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 332	Clay Art: Throwing II	4
ART 431	Advanced Ceramics	4
ART 376	Special Topics (ceramics course content)	1-4
ART 476	Special Topics (ceramics course content)	1-4

**FILM MINOR**

Consists of 18 credit hours, to include the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
FVA 101	Introduction to Film	3
FVA 170	History of Film	3
FVA 201	Elements of Screenwriting	3
FVA 273	Production I	3
FVA 301	Advanced Screenwriting	3
FVA 363	Time-Based Art	3

**GLASS MINOR**

Consists of 20 credit hours, to include the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 223	Glass Art: Blowing I	4
ART 323	Glass Art: Blowing II	4
ART 325	Casting	4

Choose remaining 8 credit hours from courses listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 323	Glass Art: Blowing II (may be repeated for credit as content changes; must be taken 2nd time to apply additional credit hours)	4
ART 423	Glass Art: Blowing III	4
ART 376	Special Topics (glass course content)	1-4
ART 476	Special Topics (glass course content)	1-4

**GRAPHIC DESIGN MINOR**

Consists of 18 credit hours, to include the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 254	Digital Art	3
ART 255	Typography	3
ART 263	Web Design	3
ART 360	Graphic Design	3
ART 361	Graphic Studio	3
ART 362	Mobile Design	3

**ILLUSTRATION MINOR**

Consists of 19 credit hours from the following list of courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 107	Drawing I	3
ART 202	Illustration Methods	4
ART 203	Illustration Studio I	4
ART 355	Narrative Illustration	4
ART 356	Editorial Illustration	4

**PHOTOGRAPHY MINOR**

Consists of 20 credit hours, to include the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 205	Introduction to Digital Photography	4
ART 206	Introduction to Film Photography	4

Choose remaining 12 credit hours from courses listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 303	Studio Photography	4

ART 304	Color Photography	4
ART 305	Alternative Processes in Photography	4
ART 306	Photojournalism	4
ART 318	Photographic Printmaking Processes	4
ART 376	Special Topics (photography course content)	1-4
ART 476	Special Topics (photography course content)	1-4
ARH 306	History of Photography	3

### SCULPTURE MINOR

Consists of 20 credit hours chosen from the following list of courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 230	Introductory Sculpture	4
ART 330	Combining Media	4

Choose remaining 12 credit hours from courses listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 325	Casting	4
ART 330	Combining Media (may be taken second time for credit)	4
ART 430	Advanced Sculpture	4
ART 376	Special Topics (sculpture course content)	1-4
ART 476	Special Topics (sculpture course content)	1-4

## Division of Music

Jacksonville University is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and for graduation are in accordance with the published regulations of this association.

### DEGREES OFFERED

- Bachelor of Arts (BA) in Music
- Bachelor of Fine Arts (BFA) in Musical Theatre
- Bachelor of Music (BM)
- Bachelor of Music Education (BME)
- Bachelor of Science (BS) in Music Business

### MINORS OFFERED

- Music
- Jazz Studies

### MUSIC COURSES OFFERED TO ALL STUDENTS

General music courses open to all students, regardless of major, include:

<u>Code</u>	<u>Course</u>
MUS 111-112	Class Piano I & II (sections for non-majors)
MUS 150	Introduction to Music Technology (co-requisite: MUS 142 or instructor consent)
MUS 199 and 476	Special Topics in Music
MUS 212	Class Voice I
MUS 213	Class Voice II



MUS 221-421	Women's Showchoir*
MUS 222-422	Wind Ensemble*
MUS 223-423	JU Athletic Band
MUS 225	Music Appreciation: History of Pop and Rock
MUS 226	Music Appreciation: Hard Rock and Heavy Metal of the 1980s
MUS 227-427	University Orchestra*
MUS 228-428	University Singers*
MUS 229-429	Jazz Orchestra*
MUS 237-437	Choral Union
MUS 238	Music Appreciation: Classical Music
MUS 327	Music Ensembles*
MUS 335SI	History of Opera

\*Audition or Permission of Instructor is required for these courses

### **AUDITIONS, PLACEMENT & SCHOLARSHIPS**

Students expecting to major in any of the above programs must audition in person or forward a video recording, or via electronic media, on their principal instrument or voice (principal applied area) and meet admission criteria prior to enrolling at JU.

Auditions in person may be arranged throughout the academic year and are conducted on University-scheduled audition dates. Those who cannot appear in person must submit a video-recorded performance. Auditions are used to determine a student's level of placement and possible music scholarships and music service grant awards. Audition appointments may be arranged with the Admissions Department, or with the applied faculty member.

Placement and Exemption Exams in theory and keyboard are administered at announced times during the academic year. Contact the Music Division office for the current schedule of exams. Students who have taken the Advanced Placement (AP) Music Theory exam and receive a score of 4 or 5 will be given credit for MUS 141 and MUS 142; these students should enroll in MUS 241 and MUS 257. Students scoring 3 must be tested at the time of registration. Students scoring 1 or 2 will not receive advanced placement.

Students planning to major in music education, music performance, jazz, or composition and theory must enroll in piano each semester until the keyboard proficiency examination has been passed.

### **ATTENDANCE AND SOPHOMORE QUALIFYING EXAM**

#### **ATTENDANCE REQUIREMENTS**

More than 80 student and faculty recitals, concerts, and lectures are presented each year. Students majoring in programs in the Department of Music are required to attend a designated number of performances each semester. Consult the Division of Music Student Handbook for details.

#### **SOPHOMORE QUALIFYING EXAM**

Students are required to pass an applied comprehensive examination – the Sophomore Qualifying Exam – before enrolling in upper-division (400) applied instruction and after completing eight (8) credit hours of lower-division (200) applied instruction or credit by examination. This usually occurs at the end of the

second year. Further information concerning the Sophomore Qualifying Exam is available in the Music Division office, or from the student's advisor.

## APPLIED MUSIC

The Division of Music offers applied instruction in Voice, Composition and All Instruments. Students majoring or minoring in music are required to take applied music lessons to meet their curriculum requirements. Students who are not majoring or minoring in music require the consent of the Division of Music to take private music lessons.

In addition to tuition fees, a \$175 Applied Music Fee is applied per credit hour, per semester. In summer terms, lesson time and amount of credit will vary according to the length of the term. Students may enroll in only one (1) applied course on a given instrument or voice per term.

### Applied Music (Private Music Lessons)

The following courses are available to majors and minors in music and to other students with consent of the Division of Music:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 200	Sophomore Qualifying Examination	0
MUS 202	Principal Applied	2
MUS 203	Principal Applied	3
MUS 205	Secondary Applied	1
MUS 300	Junior Recital	0
MUS 400	Senior Recital	0
MUS 402	Principal Applied	2
MUS 404	Principal Applied	3
MUS 405	Secondary Applied	1
<b>Total:</b>		<b>12</b>

All students registered in MUS 202, 203, 402 or 404 are required to sign up for the following two (2) courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 100	Recital Attendance	0
MUS 208-408	Applied Lab	0
<b>Total:</b>		<b>0</b>

## APPLIED MUSIC POLICIES

- In the summer terms, the lesson time and the amount of credit given will vary according to the length of the term.
- BA and BS students take MUS 205 (1 credit) or MUS 405 (1 credit).
- BM, BME and BFA students take MUS 202 (2 credits) or MUS 402 (2 credits) in the fall or spring term.
- All music majors registered in applied lessons (MUS 202, 203, 205, 402, 404, or 405) are required to attend a specified number of on-campus recitals and concerts each fall and winter semester. Students should consult their applied instructor for the exact number required for their particular major or status.
- With the exception of music business majors, all music majors taking applied lessons are expected to perform on a performance laboratory at least once each year. Performance laboratories are held at regularly scheduled times during the fall and spring terms.

- BME and BM degree students are required to pass a piano proficiency examination before graduation. Students must enroll in piano secondary applied study until this requirement has been fulfilled. Specific requirements may be obtained from the piano faculty.
- All students enrolled in Applied Music MUS 202, 203, 402, and 404 must schedule an applied music jury examination at the end of each fall and spring term.
- Students may enroll in only one (1) applied course on a given instrument or voice per term.

## ENSEMBLES

Most music ensembles are open to all students by audition. Students majoring in music are required to enroll and participate in at least one of the ensembles listed below during each fall and spring semester of full-time study for the number of semesters required by their major. Students are encouraged to participate in ensembles of varying size and nature, both within and outside of their field of specialty. Music Scholarship recipients are required to participate in additional ensembles beyond degree requirements per semester.

<u>Code</u>	<u>Course</u>
MUS 221/421	Women's Showchoir
MUS 222/422	Wind Ensemble
MUS 223/423	JU Athletic Band
MUS 227/427	University Orchestra
MUS 228/428	University Singers
MUS 229/429	Jazz Orchestra
MUS 237/437	Choral Union
MUS 322	Service Learning Performance Ensemble
MUS 327	Music Ensembles <sup>1</sup>

Audition is required for these courses:

<u>Code</u>	<u>Course</u>
MUS 221/421	Women's Showchoir
MUS 222/422	Wind Ensemble
MUS 227/427	University Orchestra
MUS 228/428	University Singers
MUS 229/429	Jazz Orchestra
MUS 322	Service Learning Performance Ensemble
MUS 327	Music Ensembles <sup>1</sup>

No audition is required for these courses:

<u>Code</u>	<u>Course</u>
MUS 223/423	JU Athletic Band
MUS 237/437	Choral Union

<sup>1</sup> Music Ensembles includes small ensembles such as brass quintet, guitar ensemble, jazz combo, African/Latin hand drumming, drum line, percussion ensemble, string quartet, and woodwind quintet.

---

## Bachelor of Arts in Music

In addition to the University Core Curriculum, the following courses are required for the BA in Music degree:

### MAJOR REQUIREMENTS

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 100	Recital Attendance <sup>1</sup>	0
MUS 111	Class Piano I	1
MUS 112	Class Piano II	1
MUS 141	Music Theory I	3
MUS 157	Theory I Lab	1
MUS 142	Music Theory II (Prerequisite: MUS 141)	3
MUS 158	Theory II Lab (Prerequisite: MUS 157)	1
MUS 150	Introduction to Music Technology	3
MUS 195	The Music Profession	1
MUS 2xx	Four (4) credit hours in Music Ensembles	4
MUS 205/208	Secondary Applied/Applied Lab	4/0
MUS 241	Music Theory III (Prereq: MUS 141 & 142 or proficiency)	3
MUS 257	Theory Lab III (Prerequisites: MUS 157-158 or proficiency)	1
MUS 337	History of Music I (Prerequisite: MUS 141)	3
MUS 338	History of Music II (Prerequisite: MUS 337)	3
MUS 3xx/4xx	Twelve (12) credit hours of any upper-level Music electives	12
MUS 4xx	Four (4) credit hours in Music Ensembles	4
MUS 405/408	Secondary Applied/Applied Lab	4/0
		<b>Subtotal: 52</b>

<sup>1</sup>. *Must enroll in Recital Attendance each semester*

**Additionally**, students must complete the following two(2) courses to satisfy University General Requirements:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XXX xxx	Any Speech Intensive (SI) course	3
XXX xxx	Any Writing Intensive (WI) course	3
		<b>Subtotal: 6</b>
		<b>Total: 58</b>

---

## Bachelor of Fine Arts in Musical Theatre

In addition to the University Core Curriculum, the following courses are required for the BFA in Musical Theatre degree:

### MAJOR REQUIREMENTS

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DANC 102	Tap Dance I	2
DANC 20x	Ballet I or II	2

DANC 21x	Jazz I or II	2
DANC 20x	Modern Dance I or II	2
DANC xxx	Dance Elective	2
DANC xxx	Dance Elective	2
MUS 100	Recital Attendance <sup>1</sup>	0
MUS 111	Class Piano I	1
MUS 112	Class Piano II	1
MUS 116	Singer's Diction I	1
MUS 141	Music Theory I	3
MUS 157	Theory I Lab	1
MUS 142	Music Theory II (Prerequisite: MUS 141 or placement)	3
MUS 158	Theory II Lab (Prerequisite: MUS 157 or placement)	1
MUS 150	Introduction to Music Technology	3
MUS 195	The Music Profession	1
MUS 200	Sophomore Qualifying Exam	0
MUS 202/208	Voice Applied/Lab	8/0
MUS 220/221 or MUS 228	Men's Chorus/Women's Showchoir University Singers	4
MUS 321WR	Entrepreneurship in the Music Industry	3
MUS 328	Music Theatre or Opera Workshop	3
MUS 329	Music Theatre Rehearsal and Production	3
MUS 332SI	History of Musical Theatre <sup>2</sup>	3
MUS 338	History of Music II (Prerequisite: MUS 337)	3
MUS 381	Applied Pedagogy	2
MUS 401	Senior Showcase	0
MUS 402/408	Voice Applied/Lab	8/0
MUS 420/421	Men's/Women's Chorus	4
MUS 485	Solo Literature Seminar I	2
THEA 113	Acting I	3
THEA 114	Acting II: Scene Study	3
THEA xxx	Theatre Elective <sup>3</sup>	3
THEA xxx	Theatre Elective <sup>3</sup>	3
		<b>Total: 82</b>

<sup>1</sup> *Must enroll in Recital Attendance each semester*

<sup>2</sup> *Fulfills SI requirement*

<sup>3</sup> **Choose two (2) from the following three-credit hour courses listed below. Six (6) credit hours required, non-sequential, may be taken in any order.**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
THEA 206	Makeup for the Theatre	3
THEA 312	Acting III: Auditioning	3
THEA 313	Acting IV	3
THEA 330	Playscript Fundamentals	3
THEA 360	Voice and Diction II: Dialects	3
THEA 405	Acting V: Film and Media	3
THEA 476	Special Topics in Acting	3

## Bachelor of Music

In addition to the University Core Curriculum, the following courses are required for the Bachelor of Music degree:

### MAJOR REQUIREMENTS

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 100	Recital Attendance <sup>1</sup>	0
MUS 111	Class Piano I	1
MUS 112	Class Piano II	1
or MUS 306	Jazz Piano	
MUS 141	Music Theory I	3
MUS 157	Theory Lab I	1
MUS 142	Music Theory II	3
MUS 158	Theory Lab II	1
MUS 195	The Music Profession	1
MUS 200	Sophomore Qualifying Exam (Prerequisite: Voice majors MUST have completed MUS 116)	0
MUS 2xx	Music Ensemble	4
MUS 202/208	Principal Applied/Lab	8/0
MUS 241	Music Theory III (Prereq: MUS 141 & 142 or proficiency)	3
MUS 257	Theory Lab III (Prerequisite: MUS 157-158 or proficiency)	1
MUS 300	Junior Recital	0
MUS 337	History of Music I	3
MUS 338	History of Music II	3
MUS 382	Conducting I	3
MUS 400	Senior Recital (Prerequisite: MUS 402 or 404)	0
MUS 402/408	Principal Applied/Lab	8/0
MUS 331WR	20th-Century Music <sup>3 5 6</sup>	3
or MUS 434SI	American & World Music <sup>4 6</sup>	
or MUS 436SI	Jazz History <sup>4 6</sup>	
<b>Subtotal: 47</b>		

**AND** one of the following tracks listed below:

### CONCENTRATION TRACKS

#### Vocal Performance

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 116	Singer's Diction I	1
MUS 205/208	Secondary Applied/Lab	2
MUS 242	Music Theory IV	3
MUS 258	Theory Lab IV	1
MUS 316	Singer's Diction II	1
MUS 328	Music Theatre/Opera Workshop	1
or MUS 329	Music Theatre Rehearsal & Production	
or MUS 428	University Singers	
MUS 335SI	History of Opera	3
or MUS 371	Choral Literature and Arranging	

MUS 341	Counterpoint	3
MUS 381	Applied Pedagogy	2
MUS 485	Solo Literature Seminar I	2
MUS 4xx	Ensembles	4
THEA 113	Acting I	3
XX xxx	Six (6) additional credit hours from any combination of French, German, Italian, and/or Spanish language courses	6

### **Instrumental Performance**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 242	Music Theory IV	3
MUS 258	Theory Lab IV	1
MUS 327	Chamber Ensembles	4
MUS 341	Counterpoint	3
MUS 342	Analysis	3
MUS 354	Band Literature	2
or MUS 353	Orchestral Literature	
MUS 381	Applied Pedagogy	2
MUS 3xx/4xx	Six (6) credit hours of upper division electives	6
MUS 485	Solo Literature Seminar I	2
MUS 4xx	Ensembles	4

### **Piano Performance**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 235	Accompanying I	1
MUS 236	Accompanying II	1
MUS 242	Music Theory IV	3
MUS 258	Theory Lab IV	1
MUS 327	Chamber Ensembles	5
MUS 341	Counterpoint	3
MUS 342	Analysis	3
MUS 381	Applied Pedagogy	2
MUS 405	Secondary Applied	1
MUS 456	Reading & Transposition	2
MUS 485	Solo Literature Seminar I	2
MUS 486	Solo Literature Seminar II	2
MUS 4xx	Ensembles	4

### **Composition**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 242	Music Theory IV	3
MUS 258	Theory Lab IV	1
MUS 341	Counterpoint	3
MUS 342	Analysis	3
MUS 371	Choral Literature and Arranging	3
MUS 450	Film Scoring and Multimedia	3

MUS 451	Orchestration	3
MUS 452	Fugal Technique	3
MUS 453	Topics in Electronic Music	3
MUS 456	Reading & Transposition	2
MUS 4xx	Ensembles	4

### **Jazz/Commercial Music**

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
MUS 120	Jazz Theory Fundamentals	3
MUS 240	Jazz Theory and Improvisation I	3
MUS 320	Music Production and Songwriting	2
MUS 320L	Music Production Lab	1
MUS 321WR	Entrepreneurship in Music Industry <sup>5</sup>	3
MUS 346	Jazz Theory and Improvisation II	3
MUS 3xx/4xx	Ensembles	4
MUS 441	Advanced Jazz Theory Improvisation	3
MUS 444	Commercial Arranging	3
MUS 445	Commercial Production	2
MUS 450	Film Scoring and Multimedia	3

**Subtotal: 30-32**

**Total (depends on track chosen): 77-79**

<sup>1.</sup> *Must enroll in Recital Attendance each semester.*

<sup>2.</sup> *Singers and instrumentalists take (or test out of) Class Piano I until they are able to satisfy their piano proficiency requirements.*

<sup>3.</sup> *Fulfills Writing Intensive requirement. Students in the Vocal track should consider this course to fulfill the requirement.*

<sup>4.</sup> *Fulfills Speech Intensive requirement. Students in the Jazz/Commercial Music track should consider this course to fulfill the requirement.*

<sup>5.</sup> *Fulfills Experiential Learning requirement.*

<sup>6.</sup> *Students in the Instrumental, Piano and Composition tracks should consider these courses as options to fulfill the applicable Speech Intensive and Writing Intensive requirements.*

---

## **Bachelor of Music Education**

The Bachelor of Music Education program is designed for students preparing to teach choral or instrumental music in a public or private school setting. The curriculum includes the Professional Education Sequence completed jointly through the School of Education and Division of Music and culminates with the Music Education Internship during the final semester of study.

Upon successful completion of degree requirements, candidates are prepared to earn Florida teaching certification through application to the Florida Department of Education for a 3-year teaching certificate in music (Grades K-12) leading to the 5-year renewable professional certificate. The steps to application and certification may be found at: <http://www.fldoe.org/teaching/certification/steps-to-certification/index.shtml>

### **MUSIC EDUCATION MAJOR REQUIREMENTS**

Music Education majors must complete the following courses:



<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 100	Recital Attendance (Must enroll each semester when not completing internship)	0
MUS 111 & 112 or 235 & 236	Class Piano I & II (instrumentalists & singers) Accompanying I & II (keyboardists)	2
MUS 116 or MUS 212	Singer's Diction (singers) Class Voice (instrumentalists and keyboardists)	1
MUS 141	Music Theory I	3
MUS 157	Theory I Lab	1
MUS 142	Music Theory II	3
MUS 158	Theory II Lab	1
MUS 150	Introduction to Music Technology	3
MUS 195	The Music Profession	1
MUS 200	Sophomore Qualifying Exam	0
MUS 202/208	Principal Applied/Lab	8
MUS 2xx	Music Ensembles (major)	4
MUS 241	Music Theory III	3
MUS 257	Theory III Lab	1
MUS 242	Music Theory IV	3
MUS 228-428, 322, 327, 328, xxx	Chamber ensembles by permission of instructor	2
MUS 337	History of Music I	3
MUS 338	History of Music II	3
MUS 371 or MUS 353 or MUS 354	Choral Literature and Arranging Orchestral Literature Band Literature	3 <b>or 2</b>
MUS 381	Applied Pedagogy	2
MUS 382	Conducting I	3
MUS 400	Senior Recital	0
MUS 402/408	Principal Applied/Lab	6
MUS 4xx	Music Ensembles (major)	3
MUS 434SI	American and World Music	3
MUS 482 or MUS 483 or MUS 484	Band Conducting Choral Conducting Orchestral Conducting	2

**Subtotal: 63-64**

**AND** select one of the following Music Methods/Emphasis Tracks:

**Vocal Emphasis Track** (4 credit hours)

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 235 or MUS 236 or MUS 376	Accompanying I Accompanying II Guitar Methods	1
MUS 316	Singer's Diction II	1
MUS 375	Choral Methods	2

**OR**

**Instrumental Emphasis Track (8-10 credit hours)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 323	Marching Band Techniques (not required of string players)	2
MUS 451	Orchestration	3

**Choose five (5) credits from:**

MUS 376	Guitar Methods	1
MUS 377	Woodwind Methods	1
MUS 378	String Methods (required of string players)	1
MUS 379	Clarinet & Sax Methods	1
MUS 385	Brass Methods	1
MUS 386	Percussion Methods	1

**Subtotal: 4-10****AND the following Professional Education Courses \*:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 102	Human Development & Learning	3
EDU 457	Mainstreaming and Classroom Management	3
EDU 486	Reading & Learning Skills in Content Areas for Middle and High School Teachers	3
MUS 361	Methods of Teaching Music in the Elementary School	3
MUS 363WI	Methods of Teaching Music in the Secondary School	3
MUS 461	Measurement, Evaluation & Assessment in Music Education	3
MUS 462	Music Education Internship	9

**Subtotal: 27****Total: 94-101**

*\*Students who plan to teach music K-12 complete the required sequence of professional education courses*

**MUSIC EDUCATION MAJOR Important Notes:**

- 1. Singers and instrumentalists take (or test out of) Class Piano I & II then take Secondary Applied Piano until they are able to satisfy their piano proficiency requirements. Pianists take Accompanying I & II.*
- 2. Pianists and instrumentalists take Class Voice I. Singers take Singer's Diction I.*
- 3. Wind and percussion players take MUS 354, string players take MUS 353, and singers take MUS 371. Other music education majors will be advised to take the Literature course best matching their teaching aspirations.*
- 4. See the Music Student Handbook for the Applied Pedagogy schedule.*

**Bachelor of Science in Music (Music Business)****MAJOR REQUIREMENTS**

Music Business majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 203RI	Applied Business & Economic Analysis	3
ECON 201	Principles of Macroeconomics	3
MGT 301	Principles of Management (Prerequisite: Jr. status)	3
MKG 301	Principles of Marketing (Prerequisite: Jr. Status)	3
MUS 100	Recital Attendance (Must enroll each semester)	0

MUS 111 /235	Class Piano I/Accompanying I <sup>1</sup>	1
MUS 112/236	Class Piano II/Accompanying II <sup>1</sup>	1
MUS 141	Music Theory I	3
MUS 142	Music Theory II (Prerequisite: MUS 141 or placement)	3
MUS 157	Theory I Lab	1
MUS 158	Theory II Lab (Prerequisite: MUS 141 or placement)	1
MUS 195	Music Profession	1
MUS 205/208	Secondary Applied Lesson/Lab	4
MUS 220, 221, 222 227, or 327	Music Ensemble	4
MUS 241	Music Theory III (Prereq: MUS 141 & 142 or proficiency)	3
MUS 257	Theory Lab III	1
MUS 317	Music and Intellectual Property Law	3
MUS 318	Artist and Concert Management	3
MUS 319	Record Company Operations	3
MUS 321WR	Entrepreneurship in the Music Industry <sup>2</sup>	3
MUS 338	History of Music II (Prerequisite: MUS 337)	3
MUS 434SI	American & World Music <sup>3</sup> (Prerequisite: MUS 241)	3
MUS 490	Music Business Internship (Approval of Division Chair of Music)	3
		<b>Subtotal: 56</b>

**Notes:**

<sup>1</sup>. Pianists who test out of Class Piano I & II substitute Accompanying I & II, MUS 235 & 236.

<sup>2</sup>.Fulfills Core Curriculum Writing Intensive (WI) requirement and Experiential Learning requirement.

<sup>3</sup>.Fulfills Core Curriculum Speech Intensive (SI) requirement

**AND** one of the following 12-credit hour options listed below:

**Management Option**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 370	Management Information Technology	3
INB 303	Competing in the Global Environment	3
MGT 320	Leadership	3
MGT 360	The Management of Human Resources	3

**OR**

**Music Technology Option**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MUS 150	Introduction to Music Technology	3
MUS 320	Music Production and Songwriting	2
MUS 320L	Music Production Lab	1
MUS 344	Acoustics and Recording Techniques	3
MUS 450	Film Scoring and Multimedia	3

**Subtotal: 12**

**Total: 68**

### **MUSIC MINOR**

A Music minor is available and applies to any degree program at JU except those in the Department of Music. An audition is required for acceptance to the Music minor. A minor in music consists of 18 semester credit hours in music courses and must include:

- Four (4) credit hours in applied music
- Four (4) credit hours in ensemble
- One (1) course in music theory
- One (1) course in music appreciation or music history

### **JAZZ STUDIES MINOR**

An audition is required for acceptance to the Jazz Studies minor. The minor in Jazz Studies consists of 18 semester credit hours in music courses and must include:

- Four (4) credit hours in Applied Music
- Four (4) credit hours in Jazz Band
- Three (3) credit hours in Jazz Combos
- Four (4) credit hours in Jazz Theory
- One (1) credit hour in Jazz History

---

## **Department of Theatre Arts**

The study of theatre is vital to the liberal arts component of a university education. The study of theatre enhances communications skills, creative and critical thinking, cultural awareness, and broadens a student's knowledge of literature and history. Theatre Arts offers two degrees: the Bachelor of Arts in Theatre Arts and the Bachelor of Fine Arts in Theatre Arts with concentrations in acting and technical theatre.

### **DEGREES OFFERED**

- The Bachelor of Arts (BA) degree is a four-year comprehensive program designed to prepare students majoring in Theatre Arts for advanced studies in theatre or related fields. An audition or portfolio review is strongly recommended but not necessary for entry into the BA program.
- The Bachelor of Fine Arts (BFA) degree is a four-year comprehensive program designed to prepare students majoring in Theatre Arts for advanced studies in theatre or professional work in theatre. The BFA degree is pre-professional degree allowing students to concentrate in acting, technical theatre, or to incorporate both areas to best meet each student's individual needs. Entrance into the BFA program requires an audition, portfolio review or letters of recommendations from peers.

### **MINOR OFFERED**

- Theatre Arts

### **THEATRE AUDITIONS, PLACEMENT AND SCHOLARSHIPS**

Prospective theatre students are required to audition or have a portfolio review for acceptance as a BA or BFA in Theatre Arts major. Any consideration for eligibility and scholarship recommendation is based upon the audition process. Those who cannot appear in person must submit a video recorded version of the required monologues. Students transferring into the program must audition or have a portfolio

review prior to advising to determine placement and advising. Audition appointments may be arranged with the Office of Admissions.

---

### Bachelor of Arts in Theatre Arts

BA Theatre Arts majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
THEA 113	Acting I	3
THEA 114	Acting II: Scene Study	3
THEA 202	Production Practicum I	4
THEA 215	Stagecraft	3
THEA 260SI	Voice and Diction I	3
THEA 314	Stage Lighting	3
THEA 330	Playscript Fundamentals	3
THEA 411WI	Theatre History I	3
THEA 412WI	Theatre History II	3
THEA xxx	One 3-credit hour THEA elective course	3
		<b>Total: 31</b>

### Bachelor of Fine Arts in Theatre Arts

BFA Theatre Arts majors must complete the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
THEA 113	Acting I	3
THEA 202	Production Practicum I	4
THEA 215	Stagecraft	3
THEA 302	Production Practicum II	4
THEA 314	Stage Lighting	3
THEA 320	Stage Management	3
THEA 330	Playscript Fundamentals	3
THEA 411WI	Theatre History I	3
THEA 412WI	Theatre History II	3
THEA 490	Internship	3
		<b>Subtotal: 32</b>

**Additionally, students must select 16 credit hours** from the following courses; **NOTE**-at least one (1) Speech-Intensive (SI) course is required to satisfy degree requirements:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
THEA 114	Acting II: Scene Study, 3 hrs	
THEA 260SI	Voice and Diction I, 3 hrs	
THEA 312	Acting III: Auditioning, 3 hrs	
THEA 313	Acting IV: Periods and Styles, 3 hrs	
THEA 325	Scene Painting, 3 hrs	
THEA 360	Voice & Diction II: Dialects, 3 hrs	
THEA 376	Special Topics, 1-6 hrs	

THEA 389SI	Theatrical Design, 3 hrs
THEA 401	Advanced Production Practicum, 1-3 hrs
THEA 405	Acting V: Film Media, 3 hrs
THEA 414	Advanced Lighting, 3 hrs
THEA 415	Advanced Stagecraft, 3 hrs
THEA 476	Special Topics, 1-6 hrs

**Subtotal: 16**

**Additionally, 12 credit hours of electives are required.** These courses are designed to meet the student's personal and professional goals. The Theatre faculty suggest choosing courses from the list below, however students may elect to take other courses in Art, Art History, Dance, English, Film, or Music.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 100	2-D Art Foundations, 4 hrs	
ART 101	3-D Art Foundations, 4 hrs	
ART 376	Special Topics in Sculpture, 4 hrs	
ARH 282	Western Art to 1850, 3 hrs	
ARH 382	Modern to Post-Modern Art, 3 hrs	
DANC 102	Tap Dance I, 2 hrs	
DANC xxx	Modern Dance, 2 hrs	
DANC xxx	Jazz, 2 hrs	
ENGL 310	Studies in Film, 3 hrs	
ENGL 316	Readings in Drama, 3 hrs	
ENGL 326	Renaissance Literature, 3 hrs	
FVA 201	Elements of Screenwriting, 3 hrs	
MUS 111	Class Piano I, 1 hr	
MUS 112	Class Piano II, 1 hr	
MUS 150	Introduction to Music Technology, 3 hrs	
MUS 212	Class Voice I, 1 hr	
MUS 213	Class Voice II, 1 hr	
MUS 328	Music Theatre or Opera Workshop, 1 hr	
		<b>Subtotal: 12</b>
		<b>Total: 60</b>

### **THEATRE ARTS MINOR**

The minor in theatre arts requires 18 hours of credit.

The theatre arts minor is designed to provide a foundation level of skill in performance and production. It is recommended that students electing to minor in Theatre Arts take both performance and design/technology courses. Faculty will help students individually design their minor to best suit the students' needs and interests.

---

## Department of Dance

The Department of Dance is dedicated to providing programs of excellence based on a Liberal Arts education. Training includes dance technique, creative projects, historical and theoretical thinking, performance, and aesthetics taught by a highly qualified, terminally degreed faculty. The dance

department offers pre-professional opportunities that motivate the student to achieve his/her academic and artistic potential. The National Association of Schools of Dance accredits academic programs in dance at Jacksonville University.

### **DEGREES OFFERED**

- Bachelor of Arts (BA) in Dance
- Bachelor of Fine Arts (BFA) in Dance

The Bachelor of Arts (BA) degree in dance offers the student intensive training in technique and choreography with the flexibility to study in depth in other fields and disciplines. The Bachelor of Fine Arts (BFA) degree with a major in dance offers a four-year pre-professional program of study, preparing the student for a professional career as performer or choreographer in a dance-related field. Opportunities are provided for the student to gain the necessary practical experience in dance performance, choreography, pedagogy, research, and technical proficiency skills.

### **MINORS OFFERED**

- Dance

### **PROGRAM REQUIREMENTS**

Dance students must meet the following requirements:

- All students wishing to major in dance must successfully complete an audition and admittance into the program before declaring either dance degree.
- All dance majors are required to register for a minimum two (2) technique classes each semester until technique requirements are fulfilled.
- All dance majors are required to fulfill the College of Fine Arts sophomore review requirement before completion of 64 credit hours.
- The University speech-intensive requirement will be fulfilled by completion of DANC 420SI.
- The University writing-intensive requirement will be fulfilled by completion of DANC 318WI.
- All students wishing to enroll in dance technique classes above the 100-level must have fulfilled the prerequisites, attend a placement class, or receive permission from the instructor.
- All dance majors participating in a Dance Concert are required to register for a minimum of one technique course that corresponding semester and maintain a minimum 2.5 GPA.

### **AUDITIONS, PLACEMENT AND SCHOLARSHIPS**

After acceptance to the University, prospective dance majors must audition in person or for international students by submission of a video-recorded performance. Auditions in person are scheduled several times throughout the academic year by taking a placement class during a Fine Arts open house. Placement in technique courses is then established. Auditions are used to determine possible scholarship awards. Limited dance scholarship recommendations and dance service grant awards are available. Audition appointments may be arranged with the Office of Admissions.

---

### **Bachelor of Arts in Dance**

In addition to the University [Core Curriculum](#), BA Dance majors must complete the following courses:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
DANC 106-107 or 206-207	Ballet I Ballet II	4
DANC 108-109 or 208-209	Modern Dance I Modern Dance II	4

DANC 139	Choreography	2
DANC 206-207	Ballet II	4
DANC 208-209	Modern Dance II	4
DANC 210-211	Jazz II	4
DANC 220 JU or DANC 320	Dance Ensemble JU Dance Theatre	4
DANC 239	Choreography II	2
DANC 306-307	Ballet III	6
DANC 308-309	Modern Dance III	6
DANC 310 or 311	Jazz III	2
DANC 317	Dance History & Criticism I	3
DANC 318WI	Dance History & Criticism II	3
DANC 335	Dance Teaching Methods	3
DANC 339	Choreography III	2
DANC 380	Dance Kinesiology	3
DANC 420SR	Senior Seminar <sup>1</sup>	3
DANC 439	Choreography IV (Workshop)	2
MUS 2xx	Any Music Appreciation course (MUS 233: Music for the Dance is preferred)	3

**Total: 64**

*1. Satisfies Core Curriculum requirement for speech-intensive course and the University's Experiential Learning requirement; completion of sophomore review is a prerequisite DANC 420.*

---

### Bachelor of Fine Arts in Dance

The major in dance for the BFA degree requires completion of the University Core Curriculum, plus 78 credit hours of dance related study, distributed as follows:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DANC 139	Choreography I	2
DANC 206-207	Ballet II	4
DANC 208-209	Modern Dance II	4
DANC 210-211	Jazz II	4
DANC 220 or DANC 320	JU Dance Ensemble JU Dance Theatre	6
DANC 239	Choreography II	2
DANC 306-307	Ballet III	6
DANC 308-309	Modern Dance III	6
DANC 310-311	Jazz III	4
DANC 317	Dance History & Criticism I	3
DANC 318WI	Dance History & Criticism II	3
DANC 335	Dance Teaching Methods	3
DANC 339	Choreography III	2
DANC 380	Dance Kinesiology	3
DANC 406-407	Ballet IV	6
DANC 408-409	Modern IV	6
DANC 420SR	Senior Seminar <sup>1</sup>	3



DANC 439	Choreography IV (Workshop)	2
MUS 233	Music Appreciation: Music for the Dance	3
THEA 113	Acting I	3
THEA 215	Stagecraft	3
or THEA 314	Stage Lighting	
or THEA 320	Stage Management	

**Total: 78**

*1. Satisfies Core Curriculum requirement for speech-intensive course and the University's Experiential Learning requirement; completion of sophomore review is a prerequisite for DANC 420.*

---

### **DANCE MINOR**

A minor in dance consists of the following 18 credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DANC xxx	Ballet Technique	4
DANC xxx	Modern Dance Technique	2
DANC xxx	Jazz Dance Technique	2
DANC xxx	Additional four (4) credit hours of continued study in any of the above techniques	4
		<b>Subtotal: 12</b>

Additional six (6) credit hours must be selected from the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DANC 139/239	Choreography I/II	
DANC 317	Dance History & Criticism I	
or DANC 318WI	Dance History & Criticism II	
DANC 320	JU Dance Theatre (Audition only)	
DANC 335	Dance Teaching Methods	
		<b>Subtotal: 6</b>
		<b>Total: 18</b>

### **DANCE EDUCATION – K-12**

Students who plan to teach Dance K-12 should consultation with the School of Education early in their academic careers to determine the specific requirements.

## Brooks Rehabilitation College of Healthcare Sciences

The Brooks Rehabilitation College of Healthcare Sciences is comprised of three Schools: the Keigwin School of Nursing, the School of Applied Health Sciences, and the School of Orthodontics. Within the Schools of the Brooks Rehabilitation College of Healthcare Sciences, there exists five main departments:

- Nursing
- Kinesiology
- Communication Sciences and Disorders
- Health Informatics (graduate programs only)
- Orthodontics (graduate programs only)

### **Majors, Minors and Programs**

The Brooks Rehabilitation College of Healthcare Sciences offers the following undergraduate majors and minors:

#### **NURSING MAJOR**

- Bachelor of Science in Nursing (BSN)

#### **KINESIOLOGY MAJOR**

- Bachelor of Science (BS)

#### **COMMUNICATION SCIENCES DISORDER MAJOR**

- Bachelor of Science (BS)

#### **MINORS**

- Kinesiology
- Coaching

## Keigwin School of Nursing

The Keigwin School of Nursing offers the undergraduate degree program that is accredited by the Commission on Collegiate Nursing Education (CCNE):

- Bachelor of Science in Nursing (BSN) degree**  
**(includes the RN to BSN degree program)**

Consistent with the mission of Jacksonville University, the Keigwin School of Nursing is committed to the success of each student as a self-assured, competent, caring professional nurse, who practices in an evolving, complex health care environment, provides leadership to promote health among culturally diverse people and promotes the advancement of nursing knowledge through evidence-based practice and life-long learning.

The Bachelor of Science in Nursing (BSN) degree is based on a strong liberal arts and science foundation and is offered to traditional and nontraditional students. The Keigwin School of Nursing prepares professional nurses as self-assured, competent generalists who think critically, engage in clinical inquiry, communicate effectively, and access and manage the health needs of clients in a variety of settings.

To strengthen their introduction into the Nursing profession and development as future Nurses, Nursing majors may join the Student Nurses Association (SNA). The SNA works to provide opportunity for personal, intellectual, professional and social growth of its members. Benefits include social networking, campus and community relation building, and opportunities for growth in leadership.

## PROGRAMS

- Freshman Acceptance Program** - A general four-year undergraduate degree where students are accepted into the nursing program as freshman. Nursing classes begin in the fall semester of the sophomore year. Students will have the opportunity to live together in a designated block of dorm rooms, will be required to take the introduction to nursing elective, be assigned a KSON faculty advisor and mentor, and participate in KSON social events throughout the academic year. By the end of the freshman year, students must meet minimum nursing admission standards for progression into nursing courses.
- Traditional BSN Program** - A 28-month program for students holding an AA, or other Associate degree (must satisfy JU's Articulation Agreement), or a BA or BS degree from a regionally accredited college or university **OR** who have completed all Jacksonville University undergraduate core courses. Nursing classes begin in the fall and spring semester.
- Second Degree BSN Program** - A 16-month program for students who have a BS or BA from a regionally accredited college or university. Nursing classes begin in the summer semester. A foreign MD to BSN program option is available. Foreign MD to BSN students must meet the second degree to BSN admission criteria and follow the second degree curriculum.
- RN-BSN Completion Track** - For registered nurses, offered at satellite locations, or through an online/distance learning format.

## ADMISSION

Students must seek to gain admission to the University to qualify for admission to the Keigwin School of Nursing. The University admission procedure and the admission procedure to the School of Nursing is done with the same application. Admission to the Keigwin School of Nursing is a selective process. The satisfaction of minimum requirements does not automatically guarantee admission. Only a limited number of students may be admitted into the nursing major each year. Transfer credit for nursing courses counted toward the BSN will be evaluated on an individual basis and approved by the Associate Dean of the Nursing program.

## TUITION

For tuition fees for the Traditional BSN Program, and Second Degree to BSN Program refer to the **Financial Information** section of this catalog. All pre-licensure undergraduate students are considered 'traditional' for tuition purposes.

---

### *Bachelor of Science degree in Nursing Programs*

## PREREQUISITE REQUIREMENTS

### **Traditional BSN Program**

The Traditional BSN Program is a 28-month curriculum plan that begins in August or January of each year and ends in December or May. Traditional Program admission requirements include completion of all non-nursing required courses (i.e. JU Core Curriculum\*) **or** transfer with an AA, or other Associate degree (must satisfy JU's Articulation Agreement), or BA or BS degree from a regionally-accredited institution.

The following prerequisite courses are required for the Traditional Program\*\*:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 215 and 216	Anatomy and Physiology I and II	6-8
CHEM 101 or 103	Chemistry (must include a lab)	4
BIOL 222	Microbiology	4
BIOL 221	Nutrition	3
PSYC 210	Human Growth & Development	3
MATH 205	Elementary Statistics	3
<b>Total:</b>		<b>23-25</b>

\*Students can begin NUR courses with up to **two** outstanding university core courses with the requirement of completion of all university core courses prior to the 2<sup>nd</sup> semester junior NUR courses.

\*\*must be completed prior to enrollment in nursing courses

### **SECOND DEGREE TO BSN PROGRAM**

The Second Degree BSN Program is a 16-month curriculum plan that begins in May and ends in August of the subsequent year. Admission requirements include completion of a BA or BS degree from a regionally-accredited institution. The following prerequisite courses must be completed prior to enrollment to the Second Degree Program:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 215 and 216	Anatomy and Physiology I and II	6-8
CHEM 101 or 103	Chemistry (must include a lab)	4
BIOL 222	Microbiology	4
BIOL 221	Nutrition	3
PSYC 210	Human Growth & Development	3
MATH 205	Elementary Statistics	3
<b>Total:</b>		<b>23-25</b>

---

### **PROGRAM REQUIREMENTS**

Students in the Traditional, Second Degree, and Freshman BSN Program are required to take the following nursing prerequisite and non-nursing courses:

#### **NURSING PREREQUISITES**

**\*All prerequisites must be completed prior to enrollment in nursing courses. Grade of "C" or better required in all nursing prerequisite courses. Prerequisite courses with less than a grade of "C" may be repeated once, and no more than two courses may be repeated.**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 215	Human Anatomy & Physiology I	4
BIOL 216	Human Anatomy & Physiology II	4
BIOL 221	Nutrition	3
BIOL 222	Microbiology	4
CHEM 101/103	Intro College Chemistry/Gen Chemistry I (with lab)	4
MATH 205	Elementary Statistics	3
PSYC 210	Human Growth & Development	3
<b>Subtotal:</b>		<b>25</b>

**NON-NURSING COURSES (University Core Curriculum)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CS 150	Personal Productivity Using Technology	3
ECON xxx	Economics core requirement	3
ENGL 103	Introductory Writing	3
ENGL xxx	English/literature core requirement	3
HIST xxx	History core requirement	3
HUM xxx	Any Humanities course	3
PHIL xxx	Philosophy core requirement	3
XX xxx	Fine Arts course (selected from ARH, ART, DANC, FVA, MUS or THEA)	3
IS xxx	Any International Studies course	3
	<b>Subtotal: 27</b>	
	<b>Total: 52</b>	

**NURSING COURSES**

Students in all undergraduate BSN nursing programs (Traditional or Freshman, Transfer and Second Degree) are required to take the following courses.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 204	Foundations of Pharmacology	2
NUR 212SI	Foundations of Professional Nursing	3
NUR 220	Essentials of Professional Nursing	3
NUR 221	Essentials of Professional Nursing Practice	2
NUR 226	Nursing Assessment	4
NUR 306	A Conceptual Approach to Pathophysiology Part 1	2
NUR 313	Adult Health Practice	2
NUR 314	Adult Health and Pharmacology Nursing Theory I	4
NUR 316WI	Nursing Research	3
NUR 328	Child-Rearing Family Theory	3
NUR 336	Mental Health & Pharmacology Nursing Theory and Practice	4
NUR 345	Child-Rearing Family Practice	1.5
NUR 347	Nursing Care of the Child-Bearing Family Practice	1.5
NUR 402	Adult Health and Pharmacology Nursing Theory II	5
NUR 403	Advanced Adult Health Practice	2
NUR 406	A Conceptual Approach to Pathophysiology Part 2	2
NUR 423	Nursing Synthesis	5
NUR 433	Community Nursing Practice	1
NUR 434	Nursing Care of the Child-Bearing Family Theory	3
NUR 436SI	Community Health Nursing Theory	2
NUR 438	Critical Care Nursing Theory	3
NUR 439	Critical Care Nursing Practice	2
NUR 442	Nursing Leadership and Transition to Practice	4
	<b>Total: 64</b>	

## RN-BSN COMPLETION TRACK

The RN-BSN Completion Track is designed to offer registered nurses an opportunity to complete their baccalaureate education. This track is offered as a satellite program and in the online program through distance learning technology. The satellite programs, offered in the evenings, are convenient for adult students.

### ADMISSION

Refer to [School of Nursing Admission – RN-BSN Completion Track](#) in the Admissions section of this catalog.

### COURSE REQUIREMENTS

**\* All BSN core courses must be complete before registering for 400 level NUR courses.**

#### Non-Nursing Courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 215	Human Anatomy & Physiology I	4
BIOL 216	Human Anatomy & Physiology II	4
BIOL 221	Nutrition	3
BIOL 222	Microbiology	4
CHEM 101	Introductory College Chemistry	4
or CHEM 103	General Chemistry I	
CS 150	Personal Productivity Using Technology	3
ECON xxx	Economics core requirement	3
ENGL 103	Introductory Writing	3
ENGL xxx	English/literature core requirement	3
HIST xxx	History core requirement	3
HUM xxx	Any Humanities course	3
MATH 205	Elementary Statistics	3
PHIL xxx	Philosophy core requirement	3
PSYC 210	Human Growth & Development	3
XXX xxx	Fine Arts course (selected from ARH, ART, DANC, FVA, MUS or THEA)	3
IS xxx	Any International Studies course	3
XXX xxx	Elective	3
		<b>Total: 55</b>

#### Nursing Courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 352SI	Professional Nursing	3
NUR 353	Information Management in Healthcare	3
NUR 354WI	Evidence-Based Nursing	3
NUR 357	A Conceptual Approach to Assessment & Pathophysiology for the Practicing Nurse Part I	3
NUR 449	A Conceptual Approach to Assessment & Pathophysiology for the Practicing Nurse Part II	4
NUR 452WI	Nursing Leadership and Health Care Policy	3
NUR 453	Community Focused Professional Nursing	4
NUR 455	Advanced Acute Care Concepts	3

NUR 456

Application of Professional Nursing Concepts

4

**Total: 30****CURRICULUM PLANS****FRESHMAN BSN PROGRAM**

Students will be required to take MATH 100 Basic College Mathematics and/or MATH 104 College Algebra if they have not had pre-calculus in high school with a grade of “B” or better, received AP credit for Calculus or Statistics, or placed into one of JU’s Core Mathematics courses based on their mathematics placement exam results.

**Freshman - Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 215	Human Anatomy & Physiology I	4
CHEM 101/103	Intro College Chemistry/General Chemistry I (with lab)	4
ENGL 103	Introductory Writing	3
HIST xxx	History core requirement	3
NUR 112	Introduction to Nursing	1
	(Highly recommended for freshman pre-Nursing majors or those students accepted into the freshman Nursing cohort program)	
	<b>Subtotal: 14-15</b>	

**Freshman - Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 216	Human Anatomy & Physiology II	4
BIOL 222	Microbiology for Health Professionals	4
CS 150	Personal Productivity Using Technology	3
ENGL xxx	English/literature core requirement	3
XXX xxx	JU Elective course (required for graduation)	3
	<b>Subtotal: 17</b>	

**Sophomore - Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
BIOL 221	Nutrition	3
MATH 205	Elementary Statistics	3
PSYC 210	Human Growth & Development	3
IS xxx	International Studies	3
FA XXX	Fine Arts Core	3
	<b>Subtotal: 15</b>	

**Sophomore - Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 204	Foundations of Pharmacology	2
NUR 212SI	Foundations of Professional Nursing	3
NUR 220	Essentials of Nursing	3
NUR 221	Essentials of Nursing Practice	2
NUR 226	Nursing Assessment	4
	<b>Subtotal: 14</b>	

**Sophomore - Summer Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON xxx	Economics core requirement	3
HUM xxx	Humanities Core	3
PHIL xxx	Philosophy core requirement	3
		<b>Subtotal: 9</b>

**Junior - Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 306	A Conceptual Approach to Pathophysiology Part 1	2
NUR 313	Adult Health Practice	2
NUR 314	Adult Health and Pharmacology Nursing Theory I	4
NUR 336	Mental health and Pharmacology Nursing Theory and Practice	4
		<b>Subtotal: 12</b>

**Junior - Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 316WI	Nursing Research	3
NUR 328	Child-Rearing Family Theory	3
NUR 345	Child-Rearing Family Practice	1.5
NUR 347	Nursing Care of the Child-Bearing Family Practice	1.5
NUR 434	Nursing Care of the Child-Bearing Family Theory	3
		<b>Subtotal: 12</b>

**Senior - Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 402	Adult Health and Pharmacology Nursing Theory II	5
NUR 403	Advanced Adult Health Practice	2
NUR 406	A Conceptual Approach to Pathophysiology Part 2	2
NUR 436SI	Community Health Nursing Theory	2
NUR 433	Community Nursing Practice	1
		<b>Subtotal: 12</b>

**Senior - Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 423	Nursing Synthesis	5
NUR 438	Critical Care Nursing Theory	3
NUR 439	Critical Care Nursing Practice	2
NUR 442	Nursing Leadership and Transition to Practice	4
		<b>Subtotal: 14</b>

**Total: 116-117\***

\*Elective course hours of student's choosing may be needed to satisfy the 120 credit hours required for degree and graduation.



**TRADITIONAL BSN PROGRAM (Beginning Spring Semester)****Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 204	Foundations of Pharmacology	2
NUR 212SI	Foundations of Professional Nursing	3
NUR 220	Essentials of Nursing	3
NUR 221	Essentials of Nursing Practice	2
NUR 226	Nursing Assessment	4
		<b>Subtotal: 14</b>

**Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 306	A Conceptual Approach to Pathophysiology Part 1	2
NUR 313	Adult Health Practice	2
NUR 314	Adult Health and Pharmacology Nursing Theory I	4
NUR 336	Mental health and Pharmacology Nursing Theory and Practice	4
		<b>Subtotal: 12</b>

**Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 316WI	Nursing Research	3
NUR 328	Child-Rearing Family Theory	3
NUR 345	Child-Rearing Family Practice	1.5
NUR 347	Nursing Care of the Child-Bearing Family Practice	1.5
NUR 434	Nursing Care of the Child-Bearing Family Theory	3
		<b>Subtotal: 12</b>

**Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 402	Adult Health and Pharmacology Nursing Theory II	5
NUR 403	Advanced Adult Health Practice	2
NUR 406	A Conceptual Approach to Pathophysiology Part 2	2
NUR 436SI	Community Health Nursing Theory	2
NUR 433	Community Nursing Practice	1
		<b>Subtotal: 12</b>

**Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 423	Nursing Synthesis	5
NUR 438	Critical Care Nursing Theory	3
NUR 439	Critical Care Nursing Practice	2
NUR 442	Nursing Leadership and Transition to Practice	4
		<b>Subtotal: 14</b>
		<b>Total: 64</b>

**TRADITIONAL BSN PROGRAM (Beginning Fall Semester)****Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 204	Foundations of Pharmacology	2
NUR 212SI	Foundations of Professional Nursing	3
NUR 220	Essentials of Nursing	3
NUR 221	Essentials of Nursing Practice	2
NUR 226	Nursing Assessment	4
		<b>Subtotal: 14</b>

**Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 306	A Conceptual Approach to Pathophysiology Part 1	2
NUR 313	Adult Health Practice	2
NUR 314	Adult Health and Pharmacology Nursing Theory I	4
NUR 336	Mental health and Pharmacology Nursing Theory and Practice	4
		<b>Subtotal: 12</b>

**Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 316WI	Nursing Research	3
NUR 328	Child-Rearing Family Theory	3
NUR 345	Child-Rearing Family Practice	1.5
NUR 347	Nursing Care of the Child-Bearing Family Practice	1.5
NUR 434	Nursing Care of the Child-Bearing Family Theory	3
		<b>Subtotal: 12</b>

**Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 402	Adult Health and Pharmacology Nursing Theory II	5
NUR 403	Advanced Adult Health Practice	2
NUR 406	A Conceptual Approach to Pathophysiology Part 2	2
NUR 436SI	Community Health Nursing Theory	2
NUR 433	Community Nursing Practice	1
		<b>Subtotal: 12</b>

**Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 423	Nursing Synthesis	5
NUR 438	Critical Care Nursing Theory	3
NUR 439	Critical Care Nursing Practice	2
NUR 442	Nursing Leadership and Transition to Practice	4
		<b>Subtotal: 14</b>
		<b>Total: 64</b>

## SECOND DEGREE TO BSN PROGRAM

### Summer Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 204	Foundations of Pharmacology	2
NUR 212SI	Foundations of Professional Nursing	3
NUR 220	Essentials of Nursing	3
NUR 221	Essentials of Nursing Practice	2
NUR 226	Nursing Assessment	4
<b>Subtotal: 14</b>		

### Fall Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 306	A Conceptual Approach to Pathophysiology Part 1	2
NUR 313	Adult Health Practice	2
NUR 314	Adult Health and Pharmacology Nursing Theory I	4
NUR 336	Mental health and Pharmacology Nursing Theory and Practice	4
<b>Subtotal: 12</b>		

### Spring Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 316WI	Nursing Research	3
NUR 328	Child-Rearing Family Theory	3
NUR 345	Child-Rearing Family Practice	1.5
NUR 347	Nursing Care of the Child-Bearing Family Practice	1.5
NUR 434	Nursing Care of the Child-Bearing Family Theory	3
<b>Subtotal: 12</b>		

### Summer Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 402	Adult Health and Pharmacology Nursing Theory II	5
NUR 403	Advanced Adult Health Practice	2
NUR 406	A Conceptual Approach to Pathophysiology Part 2	2
NUR 423	Nursing Synthesis	5
NUR 433	Community Nursing Practice	1
NUR 436SI	Community Health Nursing Theory	2
NUR 438	Critical Care Nursing Theory	3
NUR 439	Critical Care Nursing Practice	2
NUR 442	Nursing Leadership and Transition to Practice	4
<b>Subtotal: 26</b>		
<b>Total: 64</b>		

## RN-BSN COMPLETION TRACK

Students will have an individualized program based on the following guidelines: junior (300 level) courses should precede senior (400 level) courses. All required courses must be successfully completed prior to enrolling in the capstone course, Application of Professional Nursing Concepts (NUR 456), to be completed in the last semester.

\* All BSN core courses must be complete before registering for 400 level NUR courses.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 352SI	Professional Nursing	3
NUR 353	Information Management in Healthcare	3
NUR 354WI	Evidence-Based Nursing	3
NUR 357	A Conceptual Approach to Assessment & Pathophysiology for the Practicing Nurse Part I	3
NUR 449	A Conceptual Approach to Assessment & Pathophysiology for the Practicing Nurse Part II	4
NUR 452WI	Nursing Leadership and Health Care Policy	3
NUR 453	Community Focused Professional Nursing	4
NUR 455	Advanced Acute Care Concepts	3
NUR 456	Application of Professional Nursing Concepts	4
		<b>Total: 30</b>

## PROGRESSION & RETENTION

### UNDERGRADUATE PROGRAM PROGRESSION AND RETENTION

Each student registered in the nursing major is expected to maintain the minimum of a 2.0 cumulative grade point average for all work attempted while recognized as a nursing major. Students who do not maintain this minimum will be declared ineligible to continue in the major unless an individually designed continuation program has been prepared by the Associate Dean and approved by the Keigwin School of Nursing Undergraduate Nursing committee.

Only grades of "A", "A-", "B+", "B", "B-", "C+", "C", or "C-" are considered passing for nursing courses required for the major. If progression is interrupted, for any reason, a nursing major is considered "Out-of-Sequence". A nursing major shall not progress to any higher level nursing course unless at least a grade of "C-" is earned in all preceding nursing courses. In all clinical courses, the student must pass the clinical evaluation. Students shall not progress to Nursing Synthesis until all other nursing and non-nursing required courses are successfully completed.

After admission to the nursing major, placement in upper division nursing courses for the academic year will be based on the following priority ranking:

- Full-time, regularly progressing students.
- Part-time, regularly progressing students (RN-BSN programs).
- Students who have interrupted their studies but are in good academic standing.
- Students who have withdrawn from one or more nursing courses.
- Students who have failed one nursing course and need to repeat the course.

If additional criteria are needed to determine placement, date of becoming out of sequence and cumulative GPA will be used. (See your academic counselor).

### RN - BSN PROVISIONAL ADMISSION PROGRESSION

Students with a GPA < 2.5 will be admitted provisionally (PNUR) and allowed to take 4 courses from JU (core or NUR), which if completed with a GPA >= 2.5 will allow the student to be fully admitted. If a student is unsuccessful in a course while under the PNUR admission, they will be unable to progress and dismissed from the program. The provisionally admitted online student must finalize all Incomplete Grades ("I") in a course and receive a course grade before they can register for a next course. If the

provisionally admitted student has registered for another course before finishing the incomplete course, he/she will be withdrawn from the course by the director of the RN-BSN program.

Progression through the RN-BSN curriculum is built upon the following:

- Statistics is a prerequisite for NUR 354.
- NUR 354 is a prerequisite for all 400-level NUR courses.
- BSN core courses (Nutrition, Growth and Development, Anatomy and Physiology 1 & 2, Microbiology, Statistics, Chemistry) must be complete before NUR 453.
- NUR 449 is a prerequisite or co-requisite of NUR 455; if a student is registered for NUR 455 and is unsuccessful in NUR 449, he/she will be withdrawn from NUR 455 until such time they have successfully completed NUR 449.
- All RN-BSN program requirements must be complete and transcripts received for all courses before registering for NUR 456.

Students who take an incomplete grade in a course, must finish the coursework for the incomplete course and be issued a grade before they are able to register for a next course.

### **OUT-OF-SEQUENCE COURSES**

All nursing students must take all nursing courses in sequence by semester. RN-BSN students must complete all 300 level courses prior to beginning 400 level courses. All nursing students who have interrupted their progression for any reason are considered to be out-of-sequence. Students not regularly progressing must request readmission from the Keigwin School of Nursing Undergraduate Nursing committee.

Once readmission is approved, out-of-sequence students will be placed in required course(s) on a space-available basis and are placed after all normally progressing students have been appropriately accommodated. In addition, nursing students will not be permitted to take accelerated courses.

Students may only repeat one nursing course. If a grade of "C-" or better is earned in the repeated course, the student will be permitted to continue in the program. If less than a grade of "C-" is earned in the repeated course, any concurrent nursing courses, or any succeeding nursing courses, the student will be dismissed from the program.

The nursing major curriculum must be completed within five (5) years from initial enrollment into nursing courses. If unable to complete the nursing curriculum within the five (5) years, the student must petition to and be approved by the undergraduate committee in order to continue in the nursing curriculum. Once progression is interrupted, the school of nursing can not guarantee completion of the nursing curriculum within five (5) years although every reasonable effort will be made to facilitate progression.

### **HEALTH & IMMUNIZATION**

Prior to the start of clinicals, each student must submit a health history and physical examination record which demonstrates the student is in good mental and physical health and has no impairment which will interfere with the student's ability to provide safe nursing care. In addition, each student must submit a completed School of Nursing Health and Immunization form. Students are also encouraged to obtain a flu immunization each year.

Each student registered in clinical nursing courses is required to have adequate hospitalization insurance. This may be held through the student health plan offered on campus or through other means. RN-BSN students are required to meet the insurance requirements of their employing agencies.

## **BACKGROUND CHECK**

Students admitted to the School of Nursing are required to complete a comprehensive background check. Any person who has been arrested or convicted, regardless of adjudication, for any offense other than minor traffic violations, may be prohibited by our clinical affiliates from participating in clinical experiences and thus unable to complete the nursing program. In addition, students who have been arrested or convicted, regardless of adjudication, must submit a court disposition of each case to the School of Nursing.

## **LICENSURE**

Graduation from the School of Nursing meets the educational requirement for eligibility to take the examination for registered nurse licensure. Application to take this examination must be made to the State Board of Nursing. Any person who has been arrested or convicted, regardless of adjudication, for any offense other than a minor traffic violation, may be restricted from licensure by the Board of Nursing.

## **School of Applied Health Sciences**

The School of Applied Health Sciences is comprised of the following departments:

- Department of Kinesiology
- Department of Communication and Sciences Disorders
- Department of Health Informatics

### **Department of Kinesiology**

Kinesiology, the academic discipline that studies physical activity and its impact on health, society, and quality of life, has emerged in recent years as the undergraduate degree of choice for many students seeking careers in a variety of allied health/medical fields, as well as in more traditional areas such as fitness, health promotion, physical education, recreation, and sport. A key factor in kinesiology's unprecedented growth and increased popularity as an undergraduate degree choice has been its expanded scientific basis and its increased professional application opportunities. The integrated and multi-faceted nature of kinesiology programs has contributed to its success and has served students well.

- American Kinesiology Association

The Bachelor of Science degree in Kinesiology prepares students for a wide range of graduate programs and careers in the Health Sciences. These include professional graduate schools in medicine, physician assistant, physical therapy, occupational therapy, and chiropractic medicine. Depending on the student's interest, preparation for a career in public health, nutrition, exercise physiology, motor control, biomechanics, strength and conditioning, and personal training are also available. The prerequisite and core courses in the kinesiology degree provide a broad foundation of human movement study along with the opportunity to acquire all the prerequisites for graduate and/or professional school. Students will encounter a strong foundation of science courses that integrates hands-on applications applying theory into practice. Students complete their program with a culminating internship experience in the health sciences, fitness and wellness, or sport performance related fields.

The Department of Kinesiology offers an undergraduate four-year BS degree in:

- Kinesiology

The department also offers undergraduate minors in:

- Kinesiology
- Coaching

### *Bachelor of Science degree in Kinesiology*

#### **MAJOR REQUIREMENTS**

Kinesiology majors must complete the University Core and the following lower division prerequisite courses, upper division requirements, and required upper division options courses. Students are required to meet with Kinesiology faculty advisors at least once per semester.

#### **Lower Division Kinesiology Prerequisites**

Complete all courses listed below. A minimum grade of “C” is required in all prerequisite courses.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 187	Seminar in Kinesiology	6
BIOL 215	Human Anatomy & Physiology I	4
BIOL 216	Human Anatomy & Physiology II	4
BIOL 221	Nutrition	3
CHEM 101	Introduction to College Chemistry	4
or CHEM 103	General Chemistry I	
MATH 205	Elementary Statistics	3
or MATH 206	Statistical Methods in Science	(4)
or PSYC 211	Quantitative Methods in the Social Sciences (or cross-listed courses: GEOG 211, POL 211, or SOC 211)	
PHYS 111	Principles of Physics I	4
or PHYS 151	General Physics: Mechanics	
<b>Subtotal:</b>		<b>28(29)</b>

#### **Upper Division Kinesiology Requirements**

- Students majoring in Kinesiology who have successfully completed all the lower division prerequisite courses and are now beginning the upper division curriculum must complete all the required courses listed below.
- A minimum cumulative 3.00 GPA is required to begin upper division Kinesiology courses. A minimum grade of “C” is required in all KIN courses.
- Students must apply into the Kinesiology major in order to be permitted to begin upper division coursework.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 321	Psychology of Physical Activity	3
KIN 355	Motor Behavior	3
KIN 380	Functional Anatomy & Kinesiology	3
KIN 427	Nutrition for Physical Activity & Health	3
KIN 470	Physiology of Human Movement	3
KIN 485	Biomechanics	3
KIN 490	Internship in Health Sciences	3
KIN 499WS	Senior Seminar	3
<b>Subtotal:</b>		<b>24</b>

### Required Upper Division Kinesiology Options

- Students in the upper division must also complete 21 credit hours of additional KIN courses chosen from the options listed below.
- Students could choose to further focus their studies and concentrate in areas including medical school, physician assistant, athletic training, and other health sciences professions.
- Health sciences advising sheets list the options courses and the additional prerequisite courses that should be fulfilled for various post-graduate opportunities.
- A minimum grade of “C” is required for all KIN courses.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 305	Principles of Group Exercise Instruction, 3 cr	
KIN 317	Athletic Performance Conditioning, 3 cr	
KIN 322	Psychology of Health Behaviors, 3 cr	
KIN 323	Epidemiology in Health Sciences , 3 cr	
KIN 324	Ethics & Policy in Health Sciences, 3 cr	
KIN 326	Health Literacy, 3 cr	
KIN 330	Fitness Assessment & Exercise Prescription, 3 cr	
KIN 333	Theory & Practice of Coaching, 3 cr	
KIN 336	Health & Wellness Life Coaching, 3 cr	
KIN 345	History & Philosophy of Human Movement, 3 cr	
KIN 350	Sport Sociology, 3 cr	
KIN 391	Prevention & Care of Athletic Injuries, 3 cr	
KIN 400	Special Topics in Kinesiology, 3 cr	
KIN 428	Nutrition for Optimal Athletic Performance, 3 cr	
KIN 430	Measure & Evaluation of Human Movement, 3 cr	
KIN 440WS	Reading, Writing & Presenting Research in Health Sciences, 3 cr	
KIN 450	Resistance Training Principles & Practices, 3 cr	
KIN 475	Adaptive Human Movement Strategies, 3 cr	
KIN 486	Neuromechanics of Human Movement, 3 cr	
KIN 490	Internship in Health Sciences, 1-6 cr	
KIN 387WR/388WR 487WR/488WR	Independent Study in Kinesiology, 1-6 cr	
KIN 397/398/497/498	Departmental Honors, 1-6 cr	
		<b>Subtotal: 21</b>
		<b>Total: 73(74)</b>

### *Kinesiology & Coaching Minors*

#### **KINESIOLOGY MINOR**

A minor in Kinesiology requires the student first take three (3) credit hours of KIN 187 Seminar in Kinesiology, then twelve (12) credit hours of additional upper division KIN courses. A minimum grade of “C” is required in all KIN courses.

Complete the required course listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 187	Seminar in Kinesiology	3
		<b>Subtotal : 3</b>



After meeting with a Kinesiology faculty advisor, select four (4) three-credit hour courses from the list below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 305	Principles of Group Exercise Instruction	
KIN 317	Athletic Performance Conditioning	
KIN 321	Psychology of Physical Activity	
KIN 322	Psychology of Health Behaviors	
KIN 323	Epidemiology in Health Sciences	
KIN 324	Ethics & Policy in Health Sciences	
KIN 326	Health Literacy	
KIN 330	Fitness Assessment & Exercise Prescription	
KIN 336	Health & Wellness Life Coaching	
KIN 345	History & Philosophy of Human Movement	
KIN 350	Sport Sociology	
KIN 355	Motor Behavior	
KIN 380	Functional Anatomy & Kinesiology	
KIN 391	Prevention & Care of Athletic Injuries	
KIN 400	Special Topics in Kinesiology	
KIN 427	Nutrition for Physical Activity & Health	
KIN 428	Nutrition for Optimal Athletic Performance	
KIN 430	Measure & Evaluation of Human Movement	
KIN 450	Resistance Training Principles & Practices	
KIN 470	Physiology of Human Movement	
KIN 475	Adaptive Human Movement Strategies	
KIN 485	Biomechanics	
KIN 486	Neuromechanics of Human Movement	
		<b>Subtotal: 12</b>
		<b>Total: 15</b>

### COACHING MINOR

A minor in Coaching requires the student first take three (3) credit hours of KIN 187 Seminar in Kinesiology and KIN 333 Theory and Practice of Coaching, then nine (9) credit hours of additional upper division KIN courses. A course taken in fulfillment of the Kinesiology major cannot also be used to satisfy the Coaching minor additional upper division KIN course requirements. A minimum grade of "C" is required for all KIN courses.

Complete the required courses listed below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 187	Seminar in Kinesiology	3
KIN 333	Theory & Practice of Coaching	3
		<b>Subtotal : 6</b>

After meeting with a Kinesiology faculty advisor, select three (3) three-credit hour courses from the list below:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 305	Principles of Group Exercise Instruction	
KIN 317	Athletic Performance Conditioning	
KIN 321	Psychology of Physical Activity	

KIN 322	Psychology of Health Behaviors
KIN 323	Epidemiology in Health Sciences
KIN 324	Ethics & Policy in Health Sciences
KIN 326	Health Literacy
KIN 330	Fitness Assessment & Exercise Prescription
KIN 336	Health & Wellness Life Coaching
KIN 345	History & Philosophy of Human Movement
KIN 350	Sport Sociology
KIN 355	Motor Behavior
KIN 380	Functional Anatomy & Kinesiology
KIN 391	Prevention & Care of Athletic Injuries
KIN 400	Special Topics in Kinesiology
KIN 427	Nutrition for Physical Activity & Health
KIN 428	Nutrition for Optimal Athletic Performance
KIN 430	Measure & Evaluation of Human Movement
KIN 450	Resistance Training Principles & Practices
KIN 470	Physiology of Human Movement
KIN 475	Adaptive Human Movement Strategies
KIN 485	Biomechanics
KIN 486	Neuromechanics of Human Movement

**Subtotal: 9**  
**Total: 15**

## Department of Communication Sciences and Disorders

The Department of Communication Sciences and Disorders offers the following undergraduate degree:

- Bachelor of Science degree in Communication Sciences and Disorders

### *Bachelor of Science Degree in Communication Sciences and Disorders*

Students earning the Bachelor of Science degree in Communication Sciences and Disorders will be prepared to enter the work industry at a variety of levels including community and educational positions that include occupations helping or assisting professions in speech language pathology, audiology, education and other communication technology industries. These students will also be completely prepared to for direct transition into a graduate program in speech language pathology. Students will encounter a strong foundation of science courses culminating with an internship experience in the health, rehabilitation or educational field(s). Graduate degrees at the masters or doctoral level are necessary to work as speech-language pathologists or audiologists. These individuals work as professionals to assist people who have communication disorders; teachers, clinical supervisors and/or researchers in universities; administrators and leaders in healthcare or educational settings.

### **MAJOR REQUIREMENTS**

Communication Sciences and Disorders majors must complete the following courses:

#### **Lower Division Prerequisites:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 203	Introduction to Clinical Management	2
CSD 204	Phonetics	3

CSD 205	Speech and Language Development	3
CSD 206	Speech Anatomy & Physiology	3
CSD 256	Biophysical Foundations in Health Sciences	3
CSD 257	Socio-Cultural Foundations in health Sciences	3
CHEM 101 or CHEM 103 or PHYS 111	Introduction to College Chemistry General Chemistry I Principles of Physics I	4
PSYC 201	Introductory Psychology	3
BIOL 215	Human Anatomy & Physiology I	4
BIOL 216	Human Anatomy & Physiology II	4
BIOL 221 or PSYC 210	Human Nutrition Human Growth and Development	3
MATH 205 or MATH 206	Elementary Statistics Statistical Methods in Science	3 (4)
<b>Subtotal: 38(39)</b>		

**NOTES:**

- **Students are required to complete the lower division prerequisites prior to beginning the upper division curriculum requirements. They must apply to the CSD major and be admitted to begin any upper division CSD coursework.**
- A minimum grade of “C” is required in all lower division CSD courses.
- A minimum cumulative GPA of 3.00 is required to begin coursework in the upper division.

**Upper Division Requirements:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 300	Neuroanatomy	3
CSD 302	Acoustics	3
CSD 303	Introduction to Language Disorders	3
CSD 307	Introduction to Speech Disorders	3
CSD 400	Clinical Observation	1
CSD 403	Fundamentals of Hearing	3
CSD 440WS	Reading, Writing, & Presenting Research in Health Sciences	3
<b>Subtotal: 19</b>		

**Required Upper Division Options:**

Select a minimum of eight (8) courses from the list below to total 24 credit hours. A minimum of nine (9) credit hours must be CSD courses.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 323	Epidemiology in the Health Sciences, 3 cr	
CSD 324	Ethics & Policy in the Health Sciences, 3 cr	
CSD 326	Health Literacy, 3 cr	
CSD 350	Special Topic, 1-4 cr	
CSD 387	Independent Study in CSD, 1-4 cr	
CSD 397/398/497/498	Departmental Honors, 1-6 cr (see notes below)	
CSD 402	Audiological Rehabilitation, 3 cr	
CSD 490	Internship in Health Sciences, 1-6 cr	
EDU 401	Measurement, Evaluation & Assessment in Education, 3 cr	
EDU 457	Mainstreaming and Classroom Management, 3 cr	

KIN 322	Psychology of Health Behaviors, 3 cr
MKG 331	Advertising Management, 3 cr
MKG 333	Sales and Customer Relationship Management, 3 cr
NUR 454	A Conceptual Approach to Pathophysiology, 3 cr
PSYC 301	Abnormal Psychology, 3 cr
PSYC 310	Theories of Counseling & Psychotherapy, 3 cr
PSYC 352	Learning and Cognition, 3 cr
PSYC 375	Social Psychology, 3 cr
PSYC 420	Medical Psychology, 3 cr

**Subtotal: 24**

**Total: 81(82)**

**NOTES:**

- A minimum grade of “B” is required in all upper division CSD courses.
- Students pursuing a B.S. degree in CSD could choose to further focus their studies and concentrate in areas including medical school, physician assistant, physical and occupational therapy, and other allied health professions.
- Health Sciences advising sheets list the options courses and the additional prerequisite courses that should be fulfilled for various post-graduate opportunities.
- **It is highly recommended students speak with their CSD faculty advisor prior to registering for the “Options” courses.**
- For students pursuing Departmental Honors in CSD, note exception of cumulative GPA of 3.4 and GPA in major of 3.75 required. See course description for CSD 397/398/497/498 for complete requirements.



# JACKSONVILLE UNIVERSITY

## GRADUATE PROGRAMS

## College of Arts & Sciences – Graduate Programs

The College of Arts and Sciences graduate program offers:

- Master of Arts in Mathematics (M.A.) (**not currently accepting applications**)
- Master of Arts/Master of Science in Marine Science (M.A./M.S.)
  - Accelerated Bachelor of Science to Master of Arts (ABM) Marine Science Program

### Master of Arts in Mathematics

**\*\*THIS PROGRAM IS CURRENTLY NOT ACCEPTING APPLICATIONS\*\***

Students eligible to take 500-level courses or any courses for graduate credit are:

- Students who have been admitted to the MA in Mathematics Program of Jacksonville University.
- Students who hold a master's degree from a regionally accredited institution.
- Students who hold a bachelor's degree from a regionally accredited college or university and who are not presently seeking a degree. These students should apply as non-degree students.

Students may transfer six (6) semester hours of appropriate graduate credit with an earned grade of "B" or higher from a regionally accredited college or university. Any work transferred to Jacksonville University will be entered on the JU transcript as hours earned only and will not be used in computation of the grade point average.

### ADMISSION REQUIREMENTS

For a list of admission requirements to the MA program, see Graduate Program - MA in Mathematics Program Admission in the Admission section of this Catalog. Candidates for admission to the program leading to the MA in Mathematics are expected to have a background in basic differential and integral calculus. Students lacking in this prerequisite will be required to complete coursework in undergraduate calculus.

### TUITION

Fall, spring and summer semesters - \$615 (per semester hour)

### DEGREE REQUIREMENTS

The MA in Mathematics Program includes a thesis option and a non-thesis option. The Thesis option requires a minimum of 30 credit hours of graduate work and a thesis. The non-thesis option requires a minimum of 36 credit hours of graduate work with no thesis. Regardless of option selected, all graduate work must meet the following requirements:

- At least 24 credit hours in graduate Mathematics taken at Jacksonville University.
- Up to six (6) credit hours of graduate credit in a related field earned at Jacksonville University or another regionally accredited institution may be applied towards the degree.
- After a student is admitted to the MA in Mathematics Program, only work taken at another institution with prior written approval of the Chair of the Department of Mathematics will be accepted for transfer.
- A minimum academic average of "B" must be maintained in all work carried as a graduate student. No grade below a "C" will be credited toward the degree.

- Degree requirements must be completed within six (6) years of the date of initial enrollment in the program or further graduation requirements may be imposed.
- A student automatically comes under the most recent Catalog after not attending for a full calendar year. Questions about specific course content will be directed to the advisor to the MA in Mathematics Program for resolution.

### **INDEPENDENT STUDY**

Independent study is available to MA in Mathematics students only in exceptional circumstances. Prior approval of the advisor to the MA in Mathematics Program is required. Independent study is not available for students on probation or for classes that are currently taught.

### **PROBATION AND DISMISSAL**

A graduate student will be placed on Academic Probation at the conclusion of any semester in which the student's cumulative GPA is less than a 3.0(B). The student has the following one semester (or two courses) to raise the cumulative GPA to a 3.0. A graduate student will be dismissed from the program if the student does not raise the cumulative GPA to a 3.0 within one semester (or two courses) of being placed on Academic Probation. A graduate student placed on Academic Probation more than one time during the program will be dismissed from the program. A graduate student earning one grade of "F" in any graduate course will be dismissed from the program.

### **PROGRAM REQUIREMENTS**

The courses offered in the MA in Mathematics Program are:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MATH 501	Introduction to Analysis	3
MATH 502	Survey of Geometries	3
MATH 503	Probability & Statistics	3
MATH 504	Special Topics	3
MATH 507	Number Theory	3
MATH 508	Introduction to Mathematical Modeling	3
MATH 510	Seminar in the History of Mathematics	3
MATH 515	Combinatorics	3
MATH 520	Linear Algebra	3
MATH 531	Theory of Ordinary Differential Equations	3
MATH 540	Graduate Reading Seminar (May be repeated up to a total of 3 cr.)	1-2
MATH 591	Independent Study	1-3
MATH 600	Thesis Seminar (May be repeated up to a total of 3 cr.) Available only to those students in the thesis option	1-3

A student enrolled in the thesis option must complete a minimum of 30 credit hours of graduate work. A thesis option student who has completed all coursework towards the MA in Mathematics degree but is still working on the thesis must remain continuously enrolled in MATH 699 Thesis Preparation and Research each fall and spring semester until the student completes the degree. MATH 699 does not count towards the required 30 semester hours for the MA degree or towards any other graduate degree.

A student enrolled in the non-thesis option must complete a minimum of 36 credit hours of graduate work, which must include three (3) credits in MATH 540 Graduate Reading Seminar and six (6) graduate credit hours from outside the Department of Mathematics. Non-thesis option students may not count MATH 600 Thesis Seminar or MATH 699 Thesis Preparation and Research towards any part of their MA in Mathematics program.

---

## Master of Science/Master of Arts in Marine Science

Jacksonville University's Master of Science in Marine Science and Master of Arts in Marine Science (MS/MA in MSC) degree programs are designed to provide its graduates with the specific knowledge and skills necessary to be successful in a variety of marine-related positions in industry, government and education, as well as, for entry into doctoral marine science programs. The program emphasizes a hands-on approach to learning through either the completion of an original thesis project under the mentorship of an experienced marine science researcher, or a non-thesis option that requires extensive laboratory/field study. The graduate program continues the undergraduate emphasis on individualized programs of study that ensure students the best possible preparation based on their interests, background and abilities.

Marine Science faculty and researchers currently work in many fields critical to the understanding and sustainable use of marine resources and systems including aquaculture, benthic ecology, marine and estuarine ecology, coral reef ecology, environmental chemistry, phycology, environmental microbiology, toxicology, marine mammal physiology, invertebrate zoology and ichthyology.

The program is designed to be completed in two years for full-time graduate students. All students must take a core 4-course sequence, appropriate elective courses, and complete (1) a successful thesis research project for the MS degree or (2) two laboratory courses selected in conjunction with their graduate advisor for the MA degree. State-of-the-art research and laboratory facilities at the Marine Science Research Institute will be utilized, with opportunities to conduct research at other facilities also possible.

### ADMISSIONS REQUIREMENTS

Students eligible to take 500-level courses or any courses for graduate credit are:

- Students who have been admitted to the MS/MA in Marine Science Program of Jacksonville University.
- Students who hold a master's degree from a regionally accredited institution.
- Students who hold a bachelor's degree from a regionally accredited college or university and who are not presently seeking a degree. These students should apply as non-degree. A baccalaureate degree is required. GRE scores, letters of recommendation, and undergraduate transcripts will be utilized for admissions purposes. It is expected that the majority of entering students will have a degree in the natural sciences. Regardless, strong preparation in the basic sciences (chemistry, physics, and biology) and mathematics is required. Students with academic deficiencies may be admitted so long as they enroll in appropriate undergraduate courses (determined by the Faculty) as needed.

Non-degree seeking students with the proper preparation may enroll in courses for the purpose of professional development. See the Admission section of this catalog for more information.



A completed graduate admission application form is required. In addition to all program admission requirements listed above, all international student applicants must also meet the JU Admissions requirements as outlined under International Students in the Admissions section of the catalog

### **TUITION**

Fall, spring and summer semesters - \$615 (per semester hour)

### **DEGREE REQUIREMENTS**

Program is designed to be completed in approximately two-years of full-time study, but may be completed in a part-time manner if done within 7 years of starting first graduate course. Only six (6) semester hours of marine science-related graduate work can be transferred from another regionally accredited institution and applied to the MS/MA in Master of Science in Marine Science at JU.

All graduate students shall successfully complete 30 semester hours with a grade of "B" (3.0) or better in each course. Depending on the specific degree desired, students will complete either a comprehensive exam with required laboratory course work (MA degree) or a written thesis project with an oral defense as well as required coursework (MS degree).

All students admitted to the MA/MS degree program shall maintain continuous enrollment in the graduate program until all degree requirements are met. If a student receives lower than a "B" in a core course, the student may retake one course. Two courses with grades below "B" (3.0) can result in the student being removed from the graduate program. Students are encouraged to complete their degree requirements within three years.

### **PROBATION AND DISMISSAL**

A graduate student will be placed on Academic Probation at the conclusion of any semester in which the student's cumulative GPA is less than a 3.0(B). The student has the following one semester (or two courses) to raise the cumulative GPA to a 3.0. A graduate student will be dismissed from the program if the student does not raise the cumulative GPA to a 3.0 within one semester (or two courses) of being placed on Academic Probation. A graduate student placed on Academic Probation more than one time during the program will be dismissed from the program. A graduate student earning one grade of "F" in any graduate course will be dismissed from the program.

### **Requirements for the MS degree in Marine Science**

- Four-course core: MSC 501, MSC 502, MSC 503 and MSC 504.
- A thesis proposal approved by the student's thesis committee. The Thesis Committee will be composed of minimum of three (3) individuals, including the Student's Thesis Advisor and two other members, one of which may be from outside the Department or University.
- An oral thesis defense must be completed in the form of a seminar open to the general public. The student's thesis committee must be present, may require further oral questioning after the seminar, and will evaluate the success of the presentation.
- The MS degree will be approved upon submission of a final written thesis approved by the Student's Thesis Committee.
- A total of 30 semester hours graduate-level work (500 or above) with approval of the student's graduate advisor.
- One semester of practical experience as a teaching assistant in an undergraduate marine science or biology laboratory.

### **Requirements for the MA degree in Marine Science**

- Four-course core: MSC 501, MSC 502, MSC 503 and MSC 504.
- A laboratory experience of not less than six (6) semester hours approved by the graduate advisor.
- A total of 30 semester hours graduate-level work (500 or above) with approval of the student's graduate advisor.
- A written comprehensive examination to be taken at the completion of all degree coursework.
- One semester of practical experience as a teaching assistant in an undergraduate marine science or biology laboratory.

### **Accelerated Bachelor of Science to Master of Arts Marine Science Program**

The Accelerated Bachelor of Science to Master of Arts Marine Science Program provides the opportunity for highly motivated and academically qualified undergraduate students to begin taking graduate courses during their senior undergraduate year with the intent of graduating with bachelor's and master degrees in 5 years.

### **MAJOR REQUIREMENTS**

The curriculum of the Accelerated Bachelor of Science to Master of Arts Marine Science (ABM) Program includes the following requirements:

#### **Criteria for admission**

The admission requirements which allow Marine Science BS majors to begin taking approved Marine Science graduate courses are contingent on these requirements:

1. Students must have completed a minimum of 75 semester hours in their undergraduate program prior to submission of the ABM Program application.
2. Transfer students must have completed a minimum of 75 semester hours and at least 30 semester hours at Jacksonville University.
3. Students must have a minimum overall undergraduate GPA of a 3.0 and a minimum GPA of 3.2 in the Marine Science major. If a student completes the bachelor degree requirements with an accumulated GPA of less than 3.0, then he/she is no longer eligible to apply the credit hours towards both degrees (i.e., the student can only apply the credit hours towards completion of the bachelor degree) and is automatically terminated from the ABM program.
4. The student must meet all graduate admissions requirements, including completed application form, statement of research interests, official copies of all transcripts or date they were requested, submission of official Graduate Record Exam (GRE) scores (Combined Verbal and Mathematics GRE scores of 1000 preferred), and three letters of recommendation.
5. Students applying with non-Marine Science majors will be considered on a case-by-case basis.

#### **Admission process**

The application process consists of submission of ABM Program application and upon review, approval by the Marine Science Review Graduate Committee. The student would then be admitted into the Master of Arts program and can then begin taking graduate-level courses.

1. A prospective ABM student who meets the eligibility requirements must schedule a meeting with his/her undergraduate and graduate advisors to develop a degree plan for his/her bachelor's and master's degree programs. The degree plans must clearly indicate the courses (a maximum of 9 graduate semester hours at either the 500 or 600 level) that will be applied to both the bachelor and master degrees. Undergraduate courses cannot be used to meet graduate degree requirements.

2. The prospective ABM student must submit an ABM Program Application. The application must be approved by the Marine Science Graduate Review Committee.

**Note:** Should a student later choose to change from a Master of Arts to a Master of Science in Marine Science, then the student could petition the Marine Science Graduate Review Committee. Such a change would require the student to take longer than 5 year to complete the program.

### **Application checklist**

- A completed graduate admission application form
- An official copy of all non-JU transcripts
- Submission of official Graduate Record Exam (GRE) scores
- Three letters of recommendation

### **Requirements for participation and graduation**

1. Students must complete the bachelor's degree. Students in the ABM may not elect to by-pass the bachelor degree. However, conferring of degrees will occur at the time that the student completes the MA requirements.
2. Students must receive a grade of "B" or better in each of the graduate level courses that are being applied to both degrees. Any graduate course in which a student receives a passing grade of "B-" or lower may be used to satisfy the BS degree, but not the MA degree. In this case, the student will have fewer than nine (9) hours shared between degrees and will be required to take additional graduate courses as needed once he/she is pursuing the MA degree full-time.
3. No more that nine (9) hours of graduate work (500-600 level) may be counted towards the bachelor's degree and these can only be taken during the senior year (minimum of 90 earned credits). Nine (9) hours of graduate coursework may be shared between the BS and MA degrees. Of these, six (6) hours will be mandatory with two courses chosen from the four core graduate classes: MSC 501, MSC 502, MSC 503 or MSC 504 depending on course rotation, and three (3) hours will be chosen from MSC 500- or 600-level electives.

Notes:

- a. Students must have completed MSC 310WR prior to taking MSC 501 and it may be necessary for students to enroll in summer sessions to complete both degrees within the 5 year period.
  - b. Students who take: 1.) MSC 502 would not need to take MSC 340, 2.) MSC 503 would not need to take MSC 306, or 3.) MSC 504 would not need to take MSC 308.
4. A student may at any time withdraw from the approved ABM program by informing the undergraduate and graduate advisor(s) in writing. For a student who withdraws from the ABM program prior to completing their BS degree, a student can petition the Department of Biology and Marine Science to apply any completed graduate credits towards their undergraduate degree. If a student elects to be re-admitted to the graduate program after completing their bachelor degree, the student would need to re-apply to the graduate program. Graduate courses that had been applied to their undergraduate degree cannot be applied for graduate credit.

### **Financial Aid**

1. Students who are enrolled in the ABM program are not eligible for graduate assistantship positions until they complete the bachelor's degree.
2. Students are required to consult with Financial Aid to determine any potential ramification during the change from undergraduate to graduate standing.

---

## School of Education-Graduate Programs

The School of Education (SOE) offers graduate programs in:

- Master of Education (M.Ed.) Degree in Reading Education **(this program is currently not accepting new applications)**
- Master of Science (M.S.) Degree in Leadership and Learning **(Educational Leadership concentration is currently not accepting new applications)**

The School of Education, Department of Teacher Education, also offers post graduate certification courses in:

- Application of Processes Required to Teach English to Speakers of Other Languages (APR-TESOL) Certificate
- Alternative Teacher Certification Preparation
  - The Alternative Teacher Certificate Preparation coursework is designed for persons desiring to teach in the State of Florida, grades K-12.
  - After successful completion of the curriculum plan and the Florida Teacher Certification Examinations (FTCE), students may apply for Florida Teacher Certification at the Florida Department of Education at [www.fldoe.org](http://www.fldoe.org).
- Graduate Certificate in Instructional Design

### Master of Education Degree in Reading Education

**\*\*THIS PROGRAM IS CURRENTLY NOT ACCEPTING APPLICATIONS\*\***

The M.Ed. in Reading Education program is designed to complement and support the mission of Jacksonville University and the School of Education by preparing highly-qualified teachers of reading to successfully learn, achieve, lead, and serve children, parents, teachers, and administrators in the area of reading education. Emphasis will focus on working with struggling readers, adolescent learners, urban literacy issues, and various uses of digital technologies to better engage today's students in school and out of school literary experiences. Size of the program and courses will remain small to provide personalized and collaborative experiences underpinned in constructivist principles.

The study of reading education prepares highly qualified teachers of reading to critique and synthesize reading theory, apply diagnostic assessments, and incorporate instructional practices into curricular programs to enrich K-12 literacy experiences. The Master of Education Degree in Reading Education program prepares educators to work with struggling readers, adolescent learners, and special needs students, to respond to urban literacy issues, and to use various digital technologies to engage today's students. Graduates of this program will be prepared to take on leadership roles and positions in the area of reading education in their communities and school districts.

The Online M.Ed. in Reading Education offers full-time graduate study during 8-week sessions (6-credits summer, 6-credits fall, 6-credits spring) for a total of 36-credits to be completed in two years. The program is designed for K-12 teachers, administrators, district leaders, supervisors, Teach for America educators, charter teachers, and other educators interested in earning a graduate degree in reading education through an online format. The program is selective and limits enrollment to 20 students per year. Students selected for the program demonstrate a commitment to the profession of education and show promise to make positive differences in the field of reading education.

The curriculum consists of a rigorous sequence of courses framed in theoretical and practical experiences to deepen understandings of the cognitive foundations of reading, administration and analysis of reading assessments, reading disabilities, and differentiated literacy instruction. Students demonstrate proficiency during two supervised reading practicums.

Unique to the program is the use of design experiments, a research methodology that brings immediate change to practice. Across the program, students conceptualize, plan, conduct, and report formative and design experiments completed in complex educational settings to investigate literacy interventions that make differences in children's educational outcomes.

**The M.Ed. in Reading Education curriculum** is grounded in the Florida State Board of Education specialization requirements for certification in reading grades K-12. The program offers three levels of study:

1. Reading Endorsement: successful completion of the first three semesters (15-credits) qualifies students to add a reading endorsement to the State of Florida Professional Certificate;
2. M.Ed. in Reading Education: successful completion of the full program (36-credits) qualifies students to add the Florida Reading Certification to Professional Certificate.
3. Per approval by program director, graduates of teacher education programs with a reading endorsement (required courses on transcripts) qualify to add a Florida Reading Certification to a Professional Certificate after successful completion of the second year of the program.

A new cohort starts the program annually in April.

**Graduation Requirements:**

1. Successful completion of required courses
2. A cumulative grade point average of 3.0 or higher
3. Passing score on the Reading Subject Area Specialization of the Florida Certification Exam, unless currently certified in reading.

**Admission Requirements**

Refer to [Graduate Programs - M.Ed. in Reading Admission](#) in the Admission section of this catalog.

**Tuition**

Fall, spring, and summer semesters – Check with Bursar’s Office for current tuition per semester hour.

**M.Ed. in Reading Education Requirements and Program of Study**

Curriculum for the M.Ed. in Reading Education program follows the sequence of courses outlined below:

**First year -**

**Summer**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
READ 501	Foundations of Elementary Reading Instruction	3
READ 505	Methods of Teaching Elementary Language Arts	3
<b>Subtotal: 6</b>		

**Fall**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
READ 510	Administration and Interpretation of Reading Assessment	3
READ 515	Techniques of Corrective or Remedial Reading	3
		<b>Subtotal: 6</b>

#### Spring

<u>Code</u>	<u>Course</u>	<u>Credit</u>
READ 520	Supervised Reading Practicum I	3
READ 525	Educational Reading Research	3
		<b>Subtotal: 6</b>

#### Second year - Summer

<u>Code</u>	<u>Course</u>	<u>Credit</u>
READ 530	Diagnosis of Reading Disabilities	3
READ 535	Literature for Children and Adolescents	3
		<b>Subtotal: 6</b>

#### Fall

<u>Code</u>	<u>Course</u>	<u>Credit</u>
READ 540	Foundations of Secondary Reading Instruction	3
READ 545	Educational Measurement	3
		<b>Subtotal: 6</b>

#### Spring

<u>Code</u>	<u>Course</u>	<u>Credit</u>
READ 550	Supervised Reading Practicum II	3
READ 555	Designing Reading Programs	3
		<b>Subtotal: 6</b>
		<b>Total: 36</b>

### Master of Science in Leadership and Learning

The Master of Science degree in Leadership and Learning offers two (2) degree concentrations:

- **Educational Leadership (EL)** (*this concentration is currently not accepting new applications*)
- **Instructional Leadership and Organization Development (ILOD)**

#### ADMISSION REQUIREMENTS

Refer to [Graduate Programs- M.S. Admission](#) in the Admission section of this catalog.

#### TUITION

Fall, Spring and Summer semesters - \$615 (per semester hour)

#### PROGRAM REQUIREMENTS

The M.S. Program in Leadership and Learning consists of a minimum of 34 credit hours of graduate work. This work must meet the following requirements:

- Transfer credit is not permitted towards the Leadership and Learning Degree.
- A cumulative academic average of “B” must be maintained in all coursework. Grades below “C” are not credited towards the completion of the degree.
- A graduate student will be placed on Academic Probation at the conclusion of any semester in which the student’s cumulative GPA is less than a 3.0(B). The student has the following one semester (or two courses) to raise the cumulative GPA to a 3.0. A graduate student will be dismissed from the program if the student does not raise the cumulative GPA to a 3.0 within one semester (or two courses) of being placed on Academic Probation. A graduate student placed on Academic Probation more than one time during the program will be dismissed from the program. A graduate student earning one grade of “F” in any graduate course will be dismissed from the program.
- Program must be completed within three years. If a student cannot finish with his/her cohort, he/she must seek and receive permission from the program director to follow an altered program of study in order to graduate.
- EL Concentration only: Students must successfully pass all sections of the Florida Educational Leadership Examination (FELE) within two (2) years of the start of the program to be awarded the M.S. degree.
- Each concentration requires completion of a portfolio.
- Each concentration requires completion of a capstone experience.
- The Leadership & Learning (LL) program uses a dispositions instrument that will be introduced to enrolled students upon program entrance and monitored throughout until program completion. The Dispositions instrument centers on professional behaviors that LL students are accountable for and expected to uphold. Failure to comply with dispositional standards could result in dismissal from the program.

*\*NOTE: Prospective Leadership and Learning students are required to complete an interview with the Leadership and Learning program director prior to full and final acceptance into the program.*

**Program of Study (POS)** - Program concentrations consist of a combination of modular and stand-alone courses comprising 34 credits.

#### **EDUCATIONAL LEADERSHIP (EL) (currently not accepting applications)**

This concentration is for aspiring K-12 Assistant Principals or administrators seeking Level I Certification as recognized by the Florida Department of Education. This concentration requires two years minimum, K-12 teaching experience, rating of effective or higher on two most recent performance evaluations, successful completion of the Florida Educational Leadership Examination (FELE) to complete the M.S. degree. Students must show proof of having completed a three credit survey course in ESOL or proof of having completed 60 credits of in-district ESOL training in order to graduate.

State Board (SB) Rule 6A-5.081, FAC, titled - Approval of School Leadership Programs, stipulates that Level I program candidates, at minimum, must have demonstrated instructional expertise. This SB rule defines instructional expertise as documented demonstration of the Florida Educator Accomplished Practices (FEAPs) and evidence of achieving student learning gains. Acceptable documentation of instructional expertise must include a rating of effective or higher on the performance of students and instructional practice sections of the candidate’s two most recent performance evaluations. This documentation must be submitted as part of the application process to be considered for admission to

the Educational Leadership program concentration. Applicants must have two years minimum, K-12 teaching experience.

**Required Courses:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 502	Practical Applications	6

**Core Curriculum:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDL 543	Introduction to Educational Research	3
EDL 544	Self-Assessment and Interpersonal Development Module	4
EDL 548	Organizational Behavior and Change Management Module	4
EDL 549	Data-driven Decision-making Module	4
EDL 553	Educational Leadership Practicum	3
EDL 554	Ethical Decision-making Module	4
EDL 557	Leading Instruction Module (EL concentration only)	6
		<b>Total: 34</b>

**INSTRUCTIONAL LEADERSHIP AND ORGANIZATION DEVELOPMENT (ILOD)**

The Leadership & Learning concentration in Instructional Leadership and Organization Development (ILOD) was designed by Jacksonville University to meet the growing demand for leadership education for practicing and prospective leaders whose work does or will focus on facilitating developmental changes in individuals, teams and organizations.

The ILOD concentration educates educators across the for-profit, education, non-profit and faith-based communities, through project-based learning in which students relate best practices relative to leadership and learning theories to their own contexts and situations. In addition to developing skills related to training, staff and talent development, coaching, mentoring, professional development, ILOD students will gain knowledge of program evaluation, resource development, adult learning, technology and more.

**Required Courses:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDL 538	Adult Learning	3
EDL 547	Grant Writing and Resource Development	3
EDL 558	Seminar: Contemporary Issues in Leadership and Learning	3
EDL 559	Leadership Capstone	3
EDL 560	Instruction and Evaluation	3

**Core Curriculum:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDL 543	Introduction to Educational Research	3
EDL 544	Self-Assessment and Interpersonal Development Module	4
EDL 548	Organizational Behavior and Change Management Module	4
EDL 549	Data-driven Decision-making Module	4
EDL 554	Ethical Decision-making Module	4
		<b>Total: 34</b>



**Please note:** Embedded within the Instructional Leadership and Organization Development (ILOD) concentration is a specialization titled ***Instructional Leadership and Professional Development for Educators***. The specialization is only available to students enrolled in the program who hold a professional certificate in any coverage area from the Florida Department of Education (or other state DOE), or the National Board. Students must complete the M.S. degree in order to earn the specialization. The specialization will be awarded along with the degree for eligible students (holders of a professional certificate from DOE or the National Board).

### Graduate Certificate in Instructional Design (ID)

Instructional Design (ID) is the systematic process of creating learning experiences to achieve optimal training outcomes. Instructional Designers provide learning solutions to human performance problems in organizations. The certificate emphasizes design, and is underpinned by adult learning tenets, uses an integrated curriculum design, and employs a practical application approach to learning that is real-world and relevant. Certificate completers will exit with a portfolio of work samples that can be used to demonstrate their work.

The ID certificate is offered as a fixed curriculum. If a student misses a course in the sequence, he/she will need to wait a year or longer before the course is offered again.

#### ADMISSION REQUIREMENTS

Refer to Graduate Programs Admission in the Admission section of this catalog.

#### TUITION

Fall, Spring and Summer semesters - \$615 per semester hour

**The Graduate Certificate in Instructional Design consists of the following courses:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDL 563	Instructional Design 1	3
EDL 564	Instructional Design 2	3
EDL 565	Instructional Design 3	3
EDL 566	E-Learning Leadership	3
		<b>Total: 12</b>

#### Graduate Certificate in Instructional Design Important Notes:

- Credits in the certificate cannot be used as transfer credits, substitution courses or electives in either concentration area within the Master of Science degree in Leadership and Learning.
- Transfer credits, internal or external to JU, cannot count toward the certificate.
- Students must complete the certificate within three (3) years of their enrollment in the first course in the certificate program.
- Students must maintain a 3.0 GPA in order to remain in the program.

## Application of Processes Required to Teach English to Speakers of Other Languages (APR- TESOL) Certificate

The APR-TESOL Certificate at Jacksonville University prepares current or prospective ELTs (English Language Teachers) with structured in-depth application of the core knowledge of the linguistics and language education to support their professional practice and careers in serving the needs of English language learners (ELLs) in a variety of settings including ESL (English as a Second Language), EFL (English as a Foreign Language), with school aged children to adult language learners. The APR-TESOL Certificate is suitable for those who wish to teach in a variety of settings, either overseas or in the US. Each course will have a required laboratory component providing the graduate student hands-on application of course content.

**NOTE:** This program should not be confused with the State Department of Education's endorsement in ESOL for teaching in Florida public schools. This is a standalone certificate awarded by Jacksonville University School of Education.

### ADMISSION REQUIREMENTS

Refer to [Graduate Programs Admission](#) in the Admission section of this catalog.

### TUITION

Fall, Spring and Summer semesters - \$490 (per semester hour)

### The APR-TESOL Certificate consists of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 536	Application of Cross Cultural Communication and Understanding	3
EDU 554	Application of Methods in Teaching TESOL	3
EDU 555	Design and Application of Curriculum and Materials	3
EDU 556	Demonstration of Applied Linguistics in TESOL	3
EDU 558	Applications in Testing and Evaluation of TESOL	3
EDU 559	Applications in Clinical TESOL Settings	3
	<b>Total:</b>	<b>18</b>

### APR-TESOL Certificate Program Important Notes:

- A minimum of a "C" (2.0) average for all work taken at JU.
- All courses must be taken at JU to earn the certificate.
- Prerequisites of three ESOL courses; EDU 515: Applications of Cross-Cultural Communication and Understanding (3), EDU 554: Applications of Methods in Teaching TESOL (3), EDU 555: Design and Application of TESOL Curriculum and Materials (3) must be completed prior to enrolling in the advanced level ESOL courses; EDU 556: Demonstration of Applied Linguistics in TESOL Education (3), EDU 558: Applications in Testing and Evaluation of TESOL (3), and EDU 559: Applications in Clinical TESOL Settings (3).

## Teacher Certification Preparation (TCP)

The Alternative Teacher Certification Preparation coursework is designed for persons desiring to teach in the State of Florida, grades K-12. Completion of coursework is part of the state requirements for teaching. All students should consult specific requirements for certification at [www.fldoe.org](http://www.fldoe.org).

### ADMISSION REQUIREMENTS

Refer to [Graduate Program –Alternative Teacher Certification Preparation Admission](#) in the Admission section of this catalog.

### Tuition

Fall, spring, and summer semesters - \$490 (per semester hour)

### PROGRAM OF STUDY (POS)

The following courses are required.

#### Elementary Teachers (Grades K-6)

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 501	Human Growth and Development	3
EDU 557	Mainstreaming and Classroom Management	3
EDU 601	Measurement, Evaluation & Assessment in Education	3
EDU 529	Fundamentals of Reading Instruction	3
EDU 532	Effective Instructional Strategies	3
		<b>Total: 15</b>

#### Secondary Teachers (Grades 6-12)

<u>Code</u>	<u>Course</u>	<u>Credit</u>
EDU 501	Human Growth and Development	3
EDU 557	Mainstreaming and Classroom Management	3
EDU 601	Measurement, Evaluation & Assessment in Education	3
EDU 586	Reading & Learning Skills in Content Areas for Middle & High School Teachers	3
EDU 532	Effective Instructional Strategies	3
		<b>Total: 15</b>

## JU Public Policy Institute

The Jacksonville University Public Policy Institute (JU PPI) seeks to shape the future through preparing a new generation of leaders, public policy expertise, and providing a neutral gathering place for public policy discussion, education, and debate.

The heart of the JU Public Policy Institute is its two-year Master in Public Policy (MPP) Program. This is the first and only MPP Program in the state of Florida. In addition, the Institute has established the first MPP dual degree programs in the state. This includes the Master in Public Policy-Juris Doctor (MPP-JD), Master in Public Policy-Master of Business Administration (MPP-MBA) and Master in Public Policy-Marine Science (MPP-MA/MS in MSC) dual degree programs.

The Institute has developed an extensive network of 40 community partners to support the Institute and JU MPP students. The 25 member, nonpartisan JU PPI Board of Advisors is a diverse cross section of some of Florida's most respected and successful business, civic, and community leaders. In addition, a network of 22 private, public and non-profit organizations, including the Florida Governor's Office, Congressional Offices, CSX Corporation, Florida Blue, public transportation agency (JTA), utilities authority (JEA), international trade authority (JPA), Water Management agency (SJRWMD), education agencies, (Superintendent's Office and JPEF), non-profit agencies (Community Foundation and others), and other agencies have joined the JU PPI Internship Program and will host internships for JU MPP students.

The Institute includes the following:

### **Academic Program: MPP Degree and Three Dual Degree Programs**

The JU PPI is a two-year program that emphasizes interdisciplinary study and the development of core skills in policy analysis, quantitative methods, management and leadership. Along with a summer internship, capstone policy project and elective courses, students are prepared for diverse leadership and career opportunities, including local, state and federal government, public office, consulting firms, corporate government affairs departments, think tanks, non-profit organizations, and any agency, company or organization that requires public policy knowledge, experience and analysis.

MPP graduates work in the public, non-profit and private sectors and play an important role in shaping the future of the communities in which they live.

JU PPI also offers MPP-JD, MPP-MBA and MPP-MA/MS in Marine Science dual degree programs. In the MPP-JD dual degree program, JU PPI is collaborating with the Florida Coastal School of Law (FCSL) and an MPP degree and JD degree can be obtained in four years, instead of five years if pursued separately. JU PPI, and Jacksonville University's Davis College of Business (DCOB) and Marine Science Research Institute (MSRI), also offer an opportunity for an MPP degree and MBA degree, or an MPP and an MA degree or MS degree in Marine Science, in these dual degree programs. These dual degrees can be obtained in three years, instead of four years if pursued separately.

### **Public Policy Programs**

In addition to its academic program, JU PPI seeks to provide a neutral gathering place for public policy discussion, education, research and collaboration. These programs can help solve community problems and shape public policy for the region, state and nation. The JU PPI public policy programs include lectures, forums, and conferences, that bring together policymakers, academics and the public. These speaker events, forums and conferences, are open to the public. In addition, the Institute hosts a

quarterly radio program, *Policy Matters*, on diverse policy issues, hosts televised debates on campus, and partners with community organizations to bring public policy events to campus.

## Degrees

JU PPI offers the following graduate programs:

- Master in Public Policy (MPP) degree.
- Master in Public Policy (MPP)/Juris Doctor (JD) Dual Degree Program. This program is done in concert with Florida Coastal School of Law (FCSL). *Program details on page 397.*
- Master in Public Policy (MPP)/Master of Business Administration (MBA) Dual Degree Program. This program is coordinated with the Jacksonville University Davis College of Business (DCOB). *Program details on page 398.*
- Master in Public Policy (MPP)/Master of Arts in Marine Science or Master of Science in Marine Science (MA/MS in MSC) Dual Degree Program. This program is coordinated with the Jacksonville University Marine Science Research Institute (MSRI). *Program details on page 400.*

## Admission Requirements

Students seeking an MPP degree must have a bachelor's degree (or international equivalent) from an accredited college university in the United States. Admission requirements include transcripts for all work beyond secondary school, GRE or GMAT test scores (LSAT for dual degree MPP-JD students or with approval of JU PPI), resume, letters of recommendation (2), personal statement and optional statement. Undergraduate courses in economics and statistics are not required, but are strongly recommended.

Refer to Graduate Programs Admission under the Admission section of this catalog for a complete list of admission requirements for the MPP program and all dual degree programs.

## Tuition

Fall, spring and summer semesters - \$805 (per semester hour)

## Master in Public Policy

### Master in Public Policy (MPP) Curriculum

The JU MPP degree is a two-year, 48 credit hour program. It includes 10 core courses, summer internship, two-semester capstone policy project, and four elective courses. One elective course is a policy oriented course at the Florida Coastal School of Law (FCSL).

### Foundation Courses

These courses are designed for candidates who lack basic knowledge in the following disciplines:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 509	Essentials of Quantitative Methods	3
ECON 509	Essentials of Economics	3

### Core Courses (10 core courses)

The following courses are required for all MPP students:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 501	Microeconomics for Public Policy	3
PPOL 502	Public Finance	3
PPOL 511	Public Institutions, Process and Public Policy	3

PPOL 512	Ethics and Public Policy	3
PPOL 513	Law and Public Policy	3
PPOL 521	Statistics and Research Methods in Public Policy	3
PPOL 531	Quantitative Method and Analysis	2
or PPOL 535/DSIM 535	Quantitative Approaches to Decision Making	(3)
PPOL 541	Public Policy Analysis	3
PPOL 550	Leading Organizations	2
PPOL 610/MGT 610	Strategic Human Resource Management	3
or PPOL 611/MGT 620	Responsible Leadership	
or PPOL 612/MGT 630	Teamwork and Organizational Change	

**Subtotal: 28**

**JU PPI Summer Internship (2 credit hours)**

All JU MPP students must complete a summer internship. JU PPI has developed a network of public, private and non-profit agencies that provide internships to JU MPP students. Some are paid and some non-paid. A JU PPI Internship Scholarship Fund will seek to provide scholarships for students in non-paid internships.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 590	JU PPI Internship	2

**Subtotal: 2**

**Capstone Policy Project (6 credit hours)**

A two-semester (3-credit hour course each semester) Capstone Policy Project is required of all MPP students. Students choose between working in a small group with a faculty advisor for a real world client organization on a public policy challenge or working with a faculty advisor on a policy question of the student's choosing. Both options require a research paper and formal presentation to faculty members and policymakers.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 695	Client Policy Project I	3
and PPOL 696	Client Policy Project II	3
<b>OR</b>		
PPOL 697	Research Policy Thesis I	3
and PPOL 698	Research Policy Thesis II	3

**Subtotal: 6**

**Additional Courses Required for MPP students (4 elective courses)**

MPP students must take four 3-credit hour elective courses, including one policy oriented course at the Florida Coastal School of Law (FCSL). JU MPP students may take up to two law school courses to be counted toward the MPP degree. Diverse policy oriented law school courses at FCSL are available to JU MPP students and are listed on the JU PPI and FCSL websites.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL LAW P	Law School Policy Course (FCSL)	3
PPOL xxx	Three, 3-credit hour, 500/600 level Public Policy Elective courses	9

**Subtotal: 12**

**Total: 48**

## Davis College of Business - Graduate Programs

The Davis College of Business builds thoughtful, engaged leaders who create sustainable high performance and value in their careers, organizations, communities and world. A graduate degree from Davis assures well-developed critical thinking skills and a strategic mindset. The innovative curriculums balance the development of “hard skills,” such as statistical and financial analysis, and critical leadership skills, such as effective communication and change management. Though delivered in a variety of ways to a variety of students, the graduate programs all meet the objective of preparing participants for a broad-based business career, and meet Jacksonville University’s requirements and standards for the various graduate degrees.

### ADDITIONAL INFORMATION

Additional details about the graduate programs are published in separate publications. Copies of these publications can be obtained from the DCOB website.

### DEGREES

Jacksonville University’s Davis College of Business offers the following graduate programs:

- **Accelerated (day) Master of Business Administration\* (MBA)** with concentrations in:
  - Accounting and Finance
  - Management
  - Management Accounting
  - Consumer Goods and Services Marketing
  - Portfolio Management
  - Global
- **FLEX Master of Business Administration\* (MBA)** with concentrations in:
  - Accounting and Finance
  - Management
  - Management Accounting
  - Consumer Goods and Services Marketing
  - Portfolio Management
- **Executive Master of Business Administration (EMBA) Program** – This cohort-based program, with specializations in Leadership Development and in Consumer Goods and Services Marketing, is offered on alternate weekends for mid-level to senior managers with at least 10 years of work experience with increasing responsibility. It requires an opening immersion week and a week-long international trip.
- **Master of Science in Applied Business Analytics\*\* (MSABA)** – This is a fully online program designed for individuals who desire the analytical skills, technologies, practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning.
- **Master of Science in Aviation Leadership (MSAL)** – The MS in Aviation Leadership (MSAL) is designed for individuals who desire the practical knowledge and skills for leading people in management, human resources, and sales within the international aviation industry.
- **Master of Science in Organizational Leadership\* (MSOL)** - The MS in Organizational Leadership (MSOL) is designed for experienced professionals wanting the practical knowledge and skills for leading people engaged in large scale innovation, change and transformation initiatives within organizations.

•**Doctor of Business Administration (DBA)** - This program is an applied terminal degree program where candidates use analytical tools to solve current work problems and challenges and is ideal for executives, aspiring consultants, and “clinical” or applied faculty. Based on the three pillars of leadership, globalization and business analytics, this cohort-based program meets on campus one weekend (Friday and Saturday) per month for the first two years of the three-year program. The final year is spent working with the dissertation chair and committee.

•**Dual Degrees:**

◦**Master of Business Administration (MBA)/Juris Doctor (JD) Program** – This program is done in concert with the Florida Coastal School of Law (FCSL) and is a slight modification of the FLEX MBA Program in which nine (9) credit hours of transfer credit are allowed for certain courses taken at FCSL. *Program details on page 392.*

◦**Master of Science in Applied Business Analytics (MSABA)/Master of Business Administration (MBA) Program\*** *Program details on page 394.*

◦**Master of Science in Applied Business Analytics (MSABA)/Master of Science in Organizational Leadership (MSOL) Program\*** *Program details on page 395.*

*\*The MBA, MSOL, dual MSABA/MBA and dual MSABA/MSOL programs are offered both campus based and online.*

*\*\*The MSABA program is offered fully online.*

## Academic Standards and Grade Appeals

All MBA, EMBA, MSABA, MSAL, and MSOL graduate program students must maintain an academic GPA of at least 3.0 (“B”) during enrollment in their program. To graduate, a student must have at least a 3.0 GPA. No course in which a grade below a “C” (2.0) is earned will be accepted as fulfilling a requirement of the graduate degree. For the purposes of determining academic standing, purely elective courses, foundation courses, or courses taken on a transient basis will not be included in the GPA computation.

An MBA, EMBA, MSABA, MSAL, or MSOL graduate program student will be placed on Academic Probation at the conclusion of any semester in which the student’s cumulative GPA is less than a 3.0(B). The student has the following one semester (or two courses) to raise the cumulative GPA to a 3.0. A graduate student will be dismissed from the program if the student does not raise the cumulative GPA to a 3.0 within one semester (or two courses) of being placed on Academic Probation. A graduate student earning one grade of “F” in any graduate course (excluding foundation courses in MBA) will be dismissed from the program. A student can appeal to the Graduate Advisory committee to retake a foundation course if they earn an “F”. A second “F” in a foundation course will result in immediate dismissal from the program.

All Davis College of Business DBA candidates must maintain an academic GPA of at least 3.33 (“B+”) during their enrollment in the program. To graduate, a DBA student must have at least a 3.33 GPA. No course in which a grade below a “B-“ (2.65) is earned will be accepted as fulfilling a requirement for the graduate degree. For the purposes of determining academic standing, purely elective courses, transfer courses, or courses taken on a transient basis will not be included in the GPA computation. For DBA candidates, any foundation courses taken also will not be included. A DBA candidate will be placed on probation at the conclusion of any semester in which the student’s grade point average is less than 3.3. The DBA candidate has one semester to raise the average to 3.33. The DBA candidate is dismissed from the program if the candidate does not raise the grade point to 3.33 within one semester of being placed on academic probation. A DBA candidate earning two grades of “C” or lower in any graduate course will be dismissed from the program.



In addition, a DBA candidate must pass the comprehensive exam in order to continue into dissertation phase and the DBA program. The comprehensive exam will test the knowledge in fields related to the three pillars that make up the foundation of the DBA program. A candidate has a maximum of two opportunities to take the comprehensive exam and pass (one written, one oral). A candidate who has failed the written comprehensive exam will be required to take an oral exam only on the pillar(s) for which he/she did not receive a passing grade. A candidate who has failed both the written and the oral formats of the comprehensive exam will be dismissed from the DBA program. DBA Candidates should see the current DBA Candidate Handbook for more detailed information concerning the comprehensive examination process and policies. For the grade appeals process for the DBA comprehensive exam, also see the Grade Appeal Process section below.

Students dismissed from a graduate program have 30 days in which to appeal the action to the Graduate Advisory Committee. The Committee will review the appeal and make a recommendation to the Dean who will rule on the appeal.

### **Grade Appeal Process**

The graduate programs follow the Jacksonville University established procedures and appeals process for grade and academic dishonesty appeals.

A DBA candidate who has failed both written and oral formats of the comprehensive exam may appeal his/her grade to the Graduate Director. The Graduate Director will ask the Graduate Committee to review the appeal and to accept or deny the appeal. If the appeal is denied, the candidate's dismissal from the DBA program will stand and the student shall not be readmitted in the program again. If the appeal is accepted, the committee shall provide specific guidelines and recommendations as to the options to rectify the exam deficiencies.

## **Honor Code and Pride Program**

### **HONOR CODE**

To underscore the importance of truth, honesty and accountability, students, faculty and staff of the Davis College of Business (DCOB) developed the P.R.I.D.E document.

All DCOB students must sign a P.R.I.D.E. document each year that states that they understand and agree to conform to this concept of honor. All graduate program students also sign a Graduate Programs Honor Code form that states that they understand and agree to conform to the following: I do not lie, cheat, steal or condone those who do.

### **PROFESSIONAL RESULTS IN DAILY EFFORTS (P.R.I.D.E.) PROGRAM**

"We the students and faculty of the Davis College of Business understand learning is a process of interaction, partnering, and collaboration. To create the learning environment necessary to produce the future generators of sustainable value for business and society at large, we understand we must focus our daily efforts to achieve lasting success. Therefore, as indicated by my signature below, I agree to support the tenets and professional behaviors of the P.R.I.D.E. Program outlined below applicable to my position within the Davis College of Business."

As DCOB Faculty, you can count on us to:

- Treat each student in a fair and equitable manner
- Come to class prepared
- Start and end class on-time

- Honor office hours
- Make required textbooks and reading materials relevant to the material taught
- Use a proper mix of IT and lecture (Blackboard)
- Return assignments in a timely manner
- Allow peer review to reduce “free-riders” on team projects

As DCOB Students, you can count on us to:

- Respect everyone’s right to have a positive academic experience
- Respect other students’ property
- Respect other students’ cultures and opinions
- Support academic integrity
- Be enthusiastic and productive members of team projects
- Come to class on-time
- Come to class prepared
- Be attentive and participate
- Turn assignments in on-time
- Respect others by not having real or virtual side conversations
- Turn off electronic devices during class
- Dress appropriately

### **ACADEMIC HONESTY**

All students of the Davis College of Business are expected to adhere to the highest standard of academic honesty. It is the responsibility of all students to ensure that the integrity of this standard is not violated. The programs define academic dishonesty as: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing, altering, forging or misusing a University academic record; taking, acquiring or using test materials without faculty permission; acting alone or in cooperation with others to falsify records or to obtain dishonestly grades, honors, awards or professional achievement.

**Procedures for Addressing Academic Dishonesty** - The Davis College of Business adheres to the established processes and procedures of Jacksonville University regarding definitions and standards for academic honesty and all appeals as outlined in the Academic Information section of this catalog.

### **ORIENTATION**

All students in the Davis College of Business graduate programs must attend orientation. For accelerated MBA, FLEX MBA, MSABA, MSAL, and MSOL students, this is held in the week prior to the Fall I term. For EMBA students, orientation is held during the required Immersion Week. DBA Orientation is held in the month before classes start.

### **Accelerated (Day) MBA**

The Accelerated (Day) MBA curriculum is an accelerated program consisting of 36 credit hours for a general MBA degree and 39 credit hours for an MBA with a concentration in one of the following six areas: Accounting and Finance, Management, Management Accounting, Consumer Goods and Services Marketing, Portfolio Management, or Global. Non-business degree graduates must complete the foundation courses within the graduate business program or their equivalent in an undergraduate

school of business. A student may test-out of the foundation courses. See the graduate academic advisor to schedule exam(s).

The Accelerated (Day) MBA program allows a student to earn an MBA in just 12 months of continuous study in a full-time day program. It builds on a foundation of core business knowledge, while making development of a student's leadership skills a priority. Graduates from this program leave with solid business expertise and a portfolio of demonstrated leadership knowledge and skills.

The Accelerated (Day) MBA program involves the student in a cohort-based relationship with colleagues from around the region and the world. Teamwork is an integrated part of being successful in the program. Students develop their own problem solving techniques, as well as decision making paradigms and communications skill.

### **ADMISSION REQUIREMENTS**

To be admitted into the Accelerated MBA Program as a Degree Candidate, all students must have earned an undergraduate degree from a regionally-accredited university. For a full list of Admissions requirements into the program, see Accelerated Degree Program in the Admissions section of this catalog.

### **TUITION AND OTHER COSTS**

- Tuition per credit hour - \$793 (Fall 2018-Summer 2019)
- Books - per course(estimated) - \$150-250
- All MBA students are required to have a laptop

### **PROGRAM COMPLETION**

The program is designed to be completed in 12 months. If a student cannot complete the program with his (her) cohort, they must successfully complete all course work no later than five (5) years after the completion of the first graduate-level course taken after entrance into the program.

### **ACCELERATED (DAY-TIME) MBA CURRICULUM**

#### **Foundation Courses**

These courses are required for candidates who do not have a bachelor's degree in business or who lack basic knowledge in the following disciplines:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509/510	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
		<b>Total: 12</b>

#### **MBA Core Courses**

The following courses are required for all Accelerated (Day) MBA students:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 522	Accounting for Managerial Control	3
DSIM 518	Competing Through Innovation & Information Technology	3
DSIM 535	Quantitative Methods for Decision-Making	3
DSIM 577	Managing Production and Service Operations	3

ECON 520	Economics of High Performance	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MKG 540	Strategic Marketing in a Digital Economy	3
		<b>Subtotal: 30</b>

### **Additional Courses Required for the General MBA**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 566	The Legal & Ethical Environment of Business	3
XXX xxx	Additional Elective: Choose one (1) three credit hour course from any of the concentration courses, electives or special topics offering	3
		<b>Subtotal: 6</b>
		<b>Total: 36</b>

### **CONCENTRATION COURSES**

Accelerated MBA students may elect one of five (5) concentrations in Accounting and Finance, Management, Management Accounting, Consumer Goods and Services Marketing, or Portfolio Management. In addition to the MBA Core courses, each concentration requires the courses as listed below. More than one concentration may be earned. One course cannot count for two (2) concentrations.

#### **Accounting and Finance**

Students in this concentration must choose three (3) of the following 3-credit hour courses for a total of nine (9) credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 620	Advanced Managerial Accounting	
ACCT 630	Advanced Tax Accounting	
ACCT/FIN 640	Analyzing Financial Performance	
ACCT/FIN 650	Advanced Managerial Accounting & Financial Modeling	
ACCT/FIN 660	Enterprise Risk Management	
ACCT 670	Ethics & Governance in Accounting	
ACCT/FIN 680	Financial Decision-making	
FIN 610	Practicum in Portfolio Management	
FIN 620	Financing New Ventures	
		<b>Total: 9</b>

#### **Management**

Students in this concentration must take the following three (3) courses for a total of nine (9) credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 610	Strategic Human Resource Management	3
MGT 620	Responsible Leadership	3
MGT 630	Teamwork and Organizational Change	3
		<b>Total: 9</b>

### **Management Accounting\***

Students in this concentration must take the following two (2) required courses and one (1) elective course for a total of nine (9) credit hours:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ACCT 620	Advanced Managerial Accounting	3
ACCT/FIN 680	Financial Decision-making	3
ACCT xxx	Elective third course chosen from any of the accounting courses available as part of the Accounting and Finance concentration	3

**Total: 9**

\* **NOTE:** Students pursuing the Management Accounting concentration who also wish to pursue the Accounting and Finance concentration must take three (3) additional concentration courses (no duplicates).

### **Consumer Goods and Services Marketing**

Students in this concentration must choose three (3) of the following 3-credit hour courses for a total of nine (9) credit hours:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
MKG 525	Essentials of Consumer Goods & Services Marketing	
MKG 530	Consumer Behavior and Buying practices	
MKG 535	Consumer Promotional Strategy	
MKG 590	Internship for Curricular Practical Training	

**Total: 9**

### **Portfolio Management\***

Students in this concentration must take the following three (3) courses for a total of nine (9) credit hours:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
FIN 610	Practicum in Portfolio Management	3
FIN 611	Advanced Portfolio theory and Practice	3
FIN 612	Investment Management	3

**Total: 9**

\* **NOTE:** Students pursuing the Portfolio Management concentration who also wish to pursue the Accounting and Finance concentration may not “double count” FIN 610. This concentration requires Finance department approval.

### **Global**

The MBA degree with a Global Concentration will be awarded to students who complete the required number of credit hours for the MBA, who have spent two full 16-week semesters at JU and who have completed one full 16-week semester (or equivalent) at an officially approved partner institution in meeting the requirements of 39 total credit hours.

Students will meet the general requirements for the Accelerated MBA, and will be permitted to substitute credit hours earned at partner institutions for MBA Core and elective classes. Students may transfer up to 16 credit hours from a partner institution and must complete a minimum of 23 credit hours at Jacksonville University. Students must remain full time while at the partner institution.

**In addition to the MBA Core Courses, students will complete 9 credit hours from electives offered at the Davis College of Business or a partner institution**

**Total: 9**

**Notes:**

- All instruction will be done in English.
- All partners are AACSB accredited.
- The credits earned at the partner institution will be transferred as per the terms of the MOU (Memoranda of Understanding) with individual institutions, up to 16 credit hours will count toward the MBA.
- The Davis College of Business will maintain a schedule of acceptable substitutions for the credits transferred from partner institutions.
- A minimum of 23 credit hours at the Graduate Level must be completed in the Davis College of Business to earn the MBA.
- Students must remain full time while at the partner institution.

**OPTIONAL Master of Science /MBA with a Global concentration**

By extending the time spent at the partner institution, students will be able to earn a Master of Science degree from a partner institution in an appropriate business discipline in addition to an MBA with a Global concentration from JU. Students who meet the requirements for the MBA as shown above and who also complete the minimum requirements for a Master of Science degree from a partner institution will be eligible to earn a Master of Science degree from the partner institution.

**Requirements:**

39 Credit Hours Total

2 Full (16 week) Semesters at JU

1 Full Semester at overseas University

18 -22 Months Full Time

The credits earned at the partner institution will be transferred as per the terms of the Memoranda of Understanding. Further, the terms of the MOU will govern the requirements and awarding of the degrees by each institution as well as the discipline in which the MS degree will be awarded (e.g. MS International Business). A minimum of 23 credit hours at the Graduate Level must be completed in the Davis College of Business to earn the MBA and only 16 credit hours will be counted toward the MBA.

**Notes:**

- All instruction will be done in English.
- All partners are AACSB accredited.
- The credits earned at the partner institution will be transferred as per the terms of the MOU with individual institutions. Not every partner institution will be able to offer a Master of Science in a particular discipline (that is, the MS degree awarded by a partner will reflect the available specializations at partner institutions).

## Flex MBA

The FLEX MBA curriculum is a flexible program consisting of 36 credit hours for a general MBA and 39 credit hours for an MBA with a concentration in one of the following four areas: Accounting and Finance, Management, Management Accounting, Consumer Goods and Services Marketing, or Portfolio Management. Non-business degree graduates must complete the foundation courses within the graduate business program or their equivalent in an undergraduate school of business. A student may elect to test-out of the foundation courses. See the graduate academic advisor to schedule exam(s).

### ADMISSION REQUIREMENTS

For a list of admission requirements to the Flex MBA program, see [Graduate Admission - FLEX MBA Admission](#) in the Admissions section of this catalog.

### TUITION AND OTHER COSTS

- Tuition per credit hour - \$793 (Fall 2018 – Summer 2019)
- Books – per course (estimated) - \$150-250
- All students are required to have a laptop computer

### PART- AND FULL-TIME STATUS

A majority of FLEX MBA Program students attend part-time but students may elect to register for full-time status. To qualify for full-time status, a student must be registered for six (6) or more graduate hours in the College of Business for the fall, spring and summer semesters. Attendance during the summer semester is optional.

### PROGRAM COMPLETION

Students must successfully complete all course work no later than five (5) years after the completion of the first graduate-level course taken after entrance into the program.

### FLEX MBA CURRICULUM

#### Foundation Courses

These courses are required for candidates who do not have a bachelor's degree in business or who lack basic knowledge in the following disciplines:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509/510	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
		<b>Total: 12</b>

#### MBA Core Courses

The following courses are required for all FLEX MBA students:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 522	Accounting for Managerial Control	3
DSIM 518	Competing Through Innovation & Information Technology	3
DSIM 535	Quantitative Methods for Decision-Making	3
DSIM 577	Managing Production and Service Operations	3

ECON 520	Economics of High Performance	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MKG 540	Strategic Marketing in a Digital Economy	3
		<b>Subtotal: 30</b>

**Additional Courses Required for the General MBA:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 566	The Legal & Ethical Environment of Business	3
XXX xxx	Additional Elective: Choose one (1) three credit course from any of the concentration courses, electives <b>or</b> special topics offerings	3
		<b>Subtotal: 6</b>
		<b>Total: 36</b>

**CONCENTRATION COURSES**

FLEX MBA students may elect one of four (4) concentrations in Accounting and Finance, Management, Management Accounting, or Consumer Goods and Services Marketing. In addition to the MBA Core courses, each concentration requires the courses as listed below. More than one concentration may be earned. One course cannot count for two (2) concentrations.

**Accounting and Finance**

Students in the Accounting and Finance concentration must choose three (3) of the following 3 credit hour courses for a total of nine (9) credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 620	Advanced Managerial Accounting	
ACCT 630	Advanced Tax Accounting	
ACCT/FIN 640	Analyzing Financial Performance	
ACCT/FIN 650	Advanced Managerial Accounting & Financial Modeling	
ACCT/FIN 660	Enterprise Risk Management	
ACCT 670	Ethics & Governance in Accounting	
ACCT/FIN 680	Financial Decision-making	
FIN 610	Practicum in Portfolio Management	
FIN 620	Financing New Ventures	
		<b>Total: 9</b>

**Management**

Students in the Management concentration must take the following three (3) courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MGT 610	Strategic Human Resource Management	3
MGT 620	Responsible Leadership	3
MGT 630	Teamwork and Organizational Change	3
		<b>Total: 9</b>



### **Management Accounting\***

Students in the Management Accounting concentration must take the following two (2) required courses and one (1) elective course for a total of nine (9) credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 620	Advanced Managerial Accounting	3
ACCT/FIN 680	Financial Decision-Making	3
ACCT xxx	Elective third course chosen from any of the accounting courses available as part of the Accounting and Finance concentration	3

**Total: 9**

\* **NOTE:** Students pursuing the Management Accounting concentration who also wish to pursue the Accounting and Finance concentration must take three (3) additional concentration courses (no duplicates).

### **Consumer Goods and Services Marketing**

Students in this concentration must choose three (3) of the following 3-credit hour courses for a total of nine (9) credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MKG 525	Essentials of Consumer Goods & Services Marketing	
MKG 530	Consumer Behavior and Buying practices	
MKG 535	Consumer Promotional Strategy	
MKG 590	Internship for Curricular Practical Training	

**Total: 9**

### **Portfolio Management\***

Students in this concentration must take the following three (3) courses for a total of nine (9) credit hours:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
FIN 610	Practicum in Portfolio Management	3
FIN 611	Advanced Portfolio theory and Practice	3
FIN 612	Investment Management	3

**Total: 9**

\* **NOTE:** Students pursuing the Portfolio Management concentration who also wish to pursue the Accounting and Finance concentration may not “double count” FIN 610. This concentration requires Finance department approval.

---

## **Executive MBA**

The Executive Master of Business Administration (EMBA) with specializations in Leadership Development and in Consumer Goods and Services Marketing is an intensive program specifically designed for rising and mid-career executives, both in context and convenience. Candidates for this program are at a point in their careers where they need to more fully develop themselves professionally in order to reach their maximum potential in the corporate world. The course work combines practical business knowledge with real-world relevance, allowing students the opportunity to apply concepts and skills immediately within their organizations. The program is formatted for full-time study without

career interruption. Students are admitted to a cohort class once each year and remain with that class throughout the entire program.

The curriculum is taught in a team-oriented environment where courses are integrated across 19-months (Leadership Development) or 29 months (Consumer Goods and Services Marketing) to emphasize broader strategic management and leadership skills. Students move through the program in a lock-step fashion.

The program uses a variety of instructional techniques and learning experiences to develop the intellect, enrich the character, and shape the individual as a leader. At the beginning of the program, students are assigned study groups, which are changed several times during the course of the program. Through a study group approach, students explore concepts as teams, learn in the classroom, and expand the learning into action in the forms of research, projects, case studies, and consulting responsibilities.

### **ADMISSION REQUIREMENTS**

Refer to [Graduate Program Admission - Executive MBA](#) in the Admission section of this Catalog.

### **TUITION AND OTHER COSTS**

Upon acceptance into the program, a nonrefundable \$1,500 deposit is required. The deposit is applied toward tuition for the first semester of the program.

- Tuition (per semester) - \$12,272 per semester for 5 semesters (Leadership Development)  
\$7,670 per semester for 8 semesters (Consumer Goods and Services Marketing)
- Tuition (Total program) - \$61,360
- Tuition includes books, international trip, executive physical at Mayo Clinic, software, fees and meals while on campus

### **PROGRAM COMPLETION**

The program is designed to be completed in either 19 months (Leadership Development cohort) or 29 months (Consumer Goods and Services Marketing cohort). In the event a student cannot complete the program with his(her) cohort, then they must complete it with a subsequent cohort. EMBA students who maintain the scholastic standards of the Davis College of Business and who satisfy the 46-credit hour curriculum are awarded the degree of Master of Business Administration with a specialization in either Leadership Development or Consumer Goods and Services Marketing at the University's spring commencement ceremony.

### **EMBA CURRICULUM**

The program is a 19 month/5 semester program consisting of 46 credit hours for students in the Leadership Development cohort and is a 29 month/8 semester program consisting of 46 credit hours for students in the Consumer Goods and Services Marketing cohort. All students must complete the EMBA Core and one of the specialization areas as shown below.

#### **EMBA Core**

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ACCT 515	Assessing Financial Performance	3
ACCT 516	Managerial Accounting for Executives	2
DSIM 525	Statistics for Decision Making	3

DSIM 527	Building Business Models	3
ECON 535	Economics for Executive Decisions	3
FIN 545	Optimizing Corporate Finance	3
INB 556	Competing in the Global Marketplace	2
MGT 567	Leadership for Organizations	3
MGT 580	Holistic Leadership & Sustainable Performance	1
MGT 584	Global Corporate Strategy and Research	3
MGT 585	Global Corporate Strategy and Policy	2
MKG 595	Competitive Marketing Strategy	3
		<b>Subtotal: 31</b>

#### **Leadership Development Specialization**

DSIM 526	Competing through Information Technology	2
DSIM 529	Optimizing Operations in Modern Corporations	3
DSIM 532	Business Analytics for Executives	2
MGT 571	Executive Communications	2
MGT 572	Legal, Regulatory & Ethical Business Environment	2
MGT 578	Managing Corporate Innovation	2
MGT 579	Leading Strategic Change	2
		<b>Subtotal: 15</b>

**OR**

#### **Consumer Goods and Services Marketing Specialization**

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
MKG 525	Essentials of Consumer Goods & Services Marketing	3
MKG 530	Consumer Behavior and Buying Practices	3
MKG 535	Consumer Promotional Strategy	3
MKG 545	Principles of Supply Chain Management	2
MKG 555	Consumer Strategy and Field Research	2
MKG 580	Consumer Marketing Strategy Seminar	2
		<b>Subtotal: 15</b>
		<b>Total: 46</b>

---

## **Master of Science in Applied Business Analytics**

The Master of Science in Applied Business Analytics (MSABA) is a 35 credit hour program designed for individuals who desire the analytical skills, technologies, practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. The aim of this program is to educate tomorrow's leader in acquiring diverse technical skill sets, including building data repositories, techniques to visualize the data, designing statistical models, developing and implementing predictive models, building optimization models and using IT to analyze the data that can be helpful making effective strategic decisions. It is offered a fully online program.

#### **ADMISSION REQUIREMENTS**

For a list of admission requirements to the MSABA program, see Graduate Admission – MSABA Program Admission in the Admissions section of this catalog.

## TUITION AND OTHER COSTS

Tuition – Fall, spring & summer semesters - \$1,020 per semester hour

## MSABA CURRICULUM

The MSABA program consists of 33 credit hours.

### Foundation Courses

These courses are required for candidates who do not have a bachelor's degree in business or who lack basic knowledge in the following disciplines:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509/510	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
		<b>Total: 12</b>

### MSABA Program Courses

#### Four (4) Core Business Electives

Choose four (4) three-credit hour courses from any of the following disciplines: Accounting (**ACCT**), Decision Science & Information Technology (**DSIM**), Finance (**FIN**), Management (**MGT**), or Marketing (**MKG**). The core business course electives are selected by students and their advisor to provide the foundation to meet their specific career goals. The selected electives will provide the core business techniques needed when applying analytical skills to decision making in a variety of business scenarios.

**Subtotal: 12**

#### (MSABA) Applied Business Analytics Requirements

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 602	Introduction to Applied Business Analytics	3
DSIM 603	Applied Statistical Modeling and Analysis	3
DSIM 604	Applied Data Visualization and Analysis	3
DSIM 605	Applied Data Management	3
DSIM 606	Data Mining and Predictive Analytics	3
DSIM 607	Management of Analytical Projects	3
DSIM 608	Applied Managerial Analytics (Capstone)	3
		<b>Subtotal: 21</b>
		<b>Total: 33</b>

---

## Master of Science in Aviation Leadership

(Estimated start date January 2019, pending approval by SACSCOC)

The Master of Science in Aviation Leadership (MSOL) is a 36 credit hour program designed for individuals who desire the practical knowledge and skills for leading people in management, human resources, and sales within the international aviation industry. It is particularly appropriate for technical and functional specialists who are preparing for greater leadership responsibilities of project teams and groups. Aviation professionals responsible for developing leadership talent and internal or external consultants involved in large projects will also find the program invaluable.

## ADMISSION REQUIREMENTS

For a list of admission requirements to the MSAL program, see Graduate Admission - MSAL Program Admission in the Admissions section of this catalog.

## TUITION AND OTHER COSTS

- Tuition per credit hour - \$793 (Fall 2018 – Summer 2019)
- Books – per course (estimated) - \$150-250
- All students are required to have a laptop computer

## PROGRAM COMPLETION

Students must successfully complete all course work no later than five (5) years after the completion of the first graduate-level course taken after entrance into the program.

## MSAL CURRICULUM

The MSAL provides many opportunities to apply concepts and tools through case studies and hands-on experience in leading teams engaged in such strategic initiatives as new product and business development, international expansion, and mergers & acquisitions. Students gain a thorough appreciation of their own leadership styles and create leadership development plans. Aviation specific courses will enhance the student's experience with a focus on real world Aviation industry issues.

The MSAL program consists of 36 credit hours.

### Foundation Course

This course is required for candidates who do not have two semesters of undergraduate economics

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 509*	Essentials of Economics	3
		<b>Total: 3</b>

### MSAL Program Courses

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509**	Essentials of Accounting	3
DSIM 509**	Essentials of Quantitative Methods	3
FIN 509**	Essentials of Finance	3
AVM 610#	Risk Management in Commercial Aviation	3
AVM 620#	Airport Management	3
AVM 630#	Airline Management	3
DSIM 518	Competing Through Innovation & Information Technology	3
DSIM 577	Managing Production and Service Operations	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MGT 610	Strategic Human Resource Management	3
MGT 630	Teamwork and Organizational Change	3
		<b>Total: 36</b>

\* May substitute two semesters of undergraduate Economics.

\*\* May take higher level discipline course as a substitute.

# May substitute MGT 592, Independent Studies in Management with an approved Aviation related topic.

## Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership (MSOL) is a 30 credit hour program designed for experienced professionals wanting the practical knowledge and skills for leading people engaged in large scale innovation, change and transformation initiatives within organizations. It is particularly appropriate for technical and functional specialists who are preparing for greater leadership responsibilities of project teams and groups. HR professionals responsible for developing leadership talent and internal or external consultants involved in large projects will also find the program invaluable.

### ADMISSION REQUIREMENTS

For a list of admission requirements to the MSOL program, see Graduate Admission - MSOL Program Admission in the Admissions section of this catalog.

### TUITION AND OTHER COSTS

- Tuition per credit hour - \$793 (Fall 2018 – Summer 2019)
- Books – per course (estimated) - \$150-250
- All students are required to have a laptop computer

### PROGRAM COMPLETION

Students must successfully complete all course work no later than five (5) years after the completion of the first graduate-level course taken after entrance into the program.

### MSOL CURRICULUM

The MSOL provides many opportunities to apply concepts and tools through case studies and hands-on experience in leading teams engaged in such strategic initiatives as new product and business development, international expansion, and mergers & acquisitions. Students gain a thorough appreciation of their own leadership styles and create leadership development plans.

The MSOL program consists of 30 credit hours.

### Foundation Course

This course is required for candidates who do not have two semesters of undergraduate economics. A student may elect to test-out of the foundation courses. See graduate academic advisor to schedule exam(s).

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 509*	Essentials of Economics	3
		<b>Total: 3</b>

### MSOL Program Courses

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509**	Essentials of Accounting	3
DSIM 509**	Essentials of Quantitative Methods	3
FIN 509**	Essentials of Finance	3
DSIM 518	Competing Through Innovation & Information Technology	3
DSIM 577	Managing Production and Service Operations	3
MGT 545	Global Corporate Strategy and Policy	3

MGT 548	Leading People and Organizations	3
MGT 566	The Legal & Ethical Environment of Business	3
MGT 610	Strategic Human Resource Management	3
MGT 630	Teamwork and Organizational Change	3
		<b>Total: 30</b>

\* May substitute two semesters of undergraduate Economics.

\*\* May take higher level discipline course as a substitute.

## Doctor of Business Administration

The Doctor of Business Administration (DBA) degree program is one of a few AACSB-accredited DBA programs in the nation. The Davis DBA is an applied program where candidates practice using analytical tools to solve current work problems and challenges. The program is based on the three pillars of Leadership, Globalization, and Business Analytics. The focus is on both inspired leadership of organizations and ethical business practices in a contemporary world. The coursework emphasizes the practical application of more advanced business analytics and evidence-based decision making. Hence, the program is ideal for executives, aspiring consultants, and "clinical" or applied faculty desiring positions in schools of business internationally.

### DBA Program Mission Statement

The DBA program's mission is to cultivate advanced skills for the development of evidence-based decision making among senior executives and policy makers. The focus is on both inspired leadership of organizations and ethical business practices in a contemporary world.

### DBA Program Outline

The doctoral program admits a new cohort each fall. On campus cohort classes are held one weekend (Friday and Saturday) per month for the first two years of the program. Doctoral candidates engage in individual work that can be accomplished through collaboration with faculty and colleagues. Jacksonville University's Doctor of Business Administration degree can be earned in a minimum of three years.

The doctoral program is broken down into two phases. In the first phase, spanning two academic years, each candidate completes four "traditional" semesters and two short summer terms, consisting of 17 "core" courses. Candidates complete three 3-credit courses per semester in the fall and spring, and one 3-credit course each summer term. One credit colloquiums are held during the second fall semester and the first and second spring semesters. Candidates complete a total of 45 credit hours in the first phase. The first phase culminates with each candidate sitting for the doctoral comprehensive exam. Only those candidates who successfully complete all doctoral coursework, pass their comprehensive exam, and remain in good standing will continue on to the second phase of the DBA program.

In the second phase, each candidate completes a minimum of 18 credit hours of dissertation research and writing. Candidates choose their dissertation discipline or field of study and work closely with their chosen dissertation chair and committee members. Candidates are expected to remain in good standing, complete a dissertation proposal and defend their dissertation.

DBA candidates are required to complete the 63 credit hours of DBA coursework, pass the doctoral comprehensive exam, successfully defend their dissertation, and have their dissertation accepted by their dissertation committee to receive their doctoral degree.

The doctoral program also offers elective courses for those students desiring additional coursework in practical business experience, research and writing. Another unique feature of the JU DBA program is the opportunity to co-publish business, accounting, economics, management, marketing, or international business articles in peer-reviewed journals during the second phase of the program.

**Admission Requirements**

For a list of admission requirements to the DBA program, see Graduate Admission – DBA Admission in the Admissions section of this catalog.

**Tuition and Other Costs**

- Tuition (per year) - \$31,000 per year for Fall 2018 Cohort, with \$15,500 due each fall and spring semester
- Tuition for 3-year program - \$93,000 for Fall 2018 Cohort
- Tuition includes some instructional supplies, breakfast/lunch and snacks on DBA official class weekends.
- Student is responsible for all costs associated with travel to JU, housing during on campus weekends, preparation and printing of dissertation.

**Program Completion**

DBA candidates must successfully complete all required course work, a comprehensive doctoral exam, and dissertation no later than six (6) years after starting the program. A DBA candidate, who does not complete the program within six years and is in the dissertation phase of the program, may request a one-year extension (subject to approval by the DBA Advisory Committee) to complete his/her research. However, no extensions will be granted beyond seven years in the DBA program.

**DBA Curriculum**

The following courses are required:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 760	Advanced Managerial Accounting	3
DSIM 710	Advanced Statistics and Applications	3
DSIM 725	Quantitative Methods for Executive Decision Making (Quantitative Business Analytics I)	3
DSIM 740	Business Analytics & Technological Tools (Quantitative Business Analytics II)	3
DSIM 755	Advanced Research Methods I	3
ECON 770	Applied Econometrics	3
FIN 750	Corporate Mergers, Acquisitions, and Valuations	3
INB 700	Corporate and Global Strategy	3
INB 745	Global Business in the Transnational Market Place	3
INB 765	Marketing with a Global Mindset	3
MGT 705	Intrapreneurship and Entrepreneurial Thought Leadership	3
MGT 715	Organizational Development, Transformation and Change	3
MGT 725	Contemporary Ethics and Negotiations	3
MGT 730	DBA Colloquium I	1
MGT 780	DBA Colloquium II	1
MGT 781	DBA Colloquium III	1
XXX 711	Methodology and Behavioral Models (may take under the heading of ACCT, DSIM,	3



XXX 775	ECON, FIN, INB, MGT, or MKG) Advanced Research Methods II (may take under the heading of ACCT, DSIM, ECON, FIN, INB, MGT, or MKG)	6
XXX 785	Dissertation I/Applied Research I (may take under the heading of ACCT, DSIM, ECON, FIN, INB, MGT, or MKG)	6
XXX 790	Dissertation II/Applied Research II (may take under the heading of ACCT, DSIM, ECON, FIN, INB, MGT, or MKG)	6
XXX 795	Dissertation Extension (1 credit hour if needed)	
<b>Total Credit Hours Required: 63</b>		

- \* ACCT, DSIM, ECON, FIN, INB, MGT, MKG 795, Dissertation Extension (1 credit hour if needed)
- \* ACCT, DSIM, ECON, FIN, INB, MGT, MKG 800, Special Topics (max. 6 credits)

### Master of Science in Global Business and Leadership Degree

The Master of Science in Global Business and Leadership applies **only** to those DBA students who have successfully completed the DBA coursework in good standing yet fail to progress to the dissertation stage or complete their dissertation because they have failed to pass the comprehensive exam or fail to complete the dissertation in a timely fashion.

#### Master of Science in Global Business and Leadership\* Requirements

The only students who may earn this degree must be DBA students in good standing and have successfully completed all of the following courses:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 760	Advanced Managerial Accounting	3
DSIM 710	Advanced Statistics and Applications	3
DSIM 725	Quantitative Methods for Executive Decision Making (Quantitative Business Analytics I)	3
DSIM 740	Business Analytics & Technological Tools (Quantitative Business Analytics II)	3
DSIM 755	Advanced Research Methods I	3
ECON 770	Applied Econometrics	3
FIN 750	Corporate Mergers, Acquisitions, and Valuations	3
INB 700	Corporate and Global Strategy	3
INB 745	Global Business in the Transnational Market Place	3
INB 765	Marketing with a Global Mindset	3
MGT 705	Intrapreneurship and Entrepreneurial Thought Leadership	3
MGT 715	Organizational Development, Transformation and Change	3
MGT 720	Advanced Negotiations and Communications	3
MGT 730	DBA Colloquium I	1
MGT 735	Contemporary Business Ethics	3
MGT 780	DBA Colloquium II	1
MGT 781	DBA Colloquium III	1
<b>Total: 45</b>		

\*Candidates who receive the Master of Science in Global Business and Leadership will not receive or be eligible to receive a Doctor of Business Administration.

## College of Fine Arts – Graduate Programs

The College of Fine Arts graduate program offers a:

- Master of Fine Arts in Choreography (M.F.A.)
- Master of Fine Arts in Visual Arts (M.F.A.)

### Master of Fine Arts in Choreography

The Masters of Fine Arts in Choreography offers students the opportunity to explore dance history, theory and criticism in depth along with a hands-on introduction to production. This combination of theoretical study with production experience gives students a unique understanding of how dance creates meaning.

#### ADMISSION REQUIREMENTS

For a list of admission requirements to the MFA program, see Graduate Program - MFA in Dance Admission in the Admission section of this Catalog.

#### TUITION

Fall, spring and summer semesters - \$620 (per semester hour)

#### CURRICULUM

The MFA degree is a low-residency, 60-unit plan of study emphasizing choreography and the creative process of generating new works that are grounded in both classical and contemporary dance genres. This degree is geared toward artists in transition from significant performance careers into choreographic and teaching careers. The MFA at JU nurtures the development of more rigorous and refined relationships between three aspects of creative production: stimulus, practice and analysis are seen as mutually interdependent forces that continually shape artistic experimentation and response.

#### Studio or Related Areas

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DANC 500	Seminar	4
DANC 510	Examining Practice I	3
DANC 511	Examining Practice II	3
DANC 512	Examining Practice III	2
DANC 513	Examining Practice IV	2
DANC 515	Methods of Practice	3
DANC 520	Contemporary Body Practices	2
DANC 521	Creative Synergies	6
DANC 530	Intermedia I	2
DANC 531	Intermedia II	3
DANC 535	Pedagogy I	3
DANC 536	Pedagogy II	3
DANC 540	Graduate Critique	4
DANC 550	Research-Based Project/Thesis	4
DANC 551	Advanced Practicum	4

**Subtotal: 48**

### Other Studies in Dance

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DANC 517	Dance History, Theory and Criticism I	2
DANC 518	Dance History, Theory and Criticism II	2
DANC 522	Body Politics	2
DANC 532	Research and Development I	2
DANC 533	Research and Development II	2
DANC 580	Portfolio	2
		<b>Subtotal: 12</b>
		<b>Total: 60</b>

### DEGREE REQUIREMENTS

The Master of Fine Arts program requires the equivalent of at least two (2) years of full-time graduate study, with a minimum of 60 semester credit hours. Over 50% of the curriculum (32 credits) will be delivered during the onsite residency program during non-traditional semester and less than 50% of the curriculum (28 credits) will be delivered in a hybrid format using online study. This two-year degree program would consist each year of a six-week Summer Intensive, a one-week individual residency to work with undergraduate students in dance at JU, and two (2) semesters of hybrid/distance instruction.

**Transfer of Credit** - Transfer of Credit will not be allowed in the graduate curriculum.

**Policies** - Policies are clearly published on the program and University web sites and Academic Catalog.

**Transcript Evidence** - Consistent with graduation requirements and verified by the University registrar prior to the degree being granted from the program.

**Thesis Requirement** - The course DANC 560, Research-Based Project/Thesis Continuous Enrollment (1 credit), will be required of candidates who do not pass DANC 550 to assure the Thesis requirement is met. This course description is as follows: Prerequisite DANC 550. This course is Pass/Fail. May be repeated for credit. Students must enroll in DANC 560 each subsequent semester until the completion of the research-based project/thesis. Faculty will periodically review individual student's progress in meeting course goals and completing the project/thesis. Upon completion of the project/thesis, faculty will approve the final paper and arrange for final paper presentation sessions. Students are expected to complete all objectives for DANC 550 and finalize their projects for committee approval prior to their presentations.

**Written and Oral Defense Qualifying Examination** - The graduate student will select his/her exam committee and the written comprehensive examination will be distributed and evaluated through that committee. The committee may elect to have the MFA candidate complete an oral defense of the exam results. This exam will substantiate the candidate's knowledge of the curriculum.

**Thesis Project** - During the Summer II intensive the student submits a 5-15 page proposal for the final thesis project to be approved by the thesis committee. The final project could take the form of a concert of dances or some other performance event in which the students' research is made evident. For example, students may undertake to create site-specific dances occurring over several months, organize opportunities for interactive choreography with distinct groups of performers, choreograph a dance to be viewed on CD-ROM. Whatever the final form, the project must demonstrate a thorough investigation and committed execution of a defined aesthetic concern. The final project includes a written component

to be completed as a requirement of the thesis. This document, 20-40 pages in length, outlines the aesthetic focus of the student's research and provides a historical and philosophical contextualization for the project.

### **ACADEMIC STANDARDS**

A graduate student will be placed on Academic Probation at the conclusion of any semester in which the student's cumulative GPA is less than a 3.0(B). The student has the following one semester (or two courses) to raise the cumulative GPA to a 3.0. A graduate student will be dismissed from the program if the student does not raise the cumulative GPA to a 3.0 within one semester (or two courses) of being placed on Academic Probation. A graduate student placed on Academic Probation more than one time during the program will be dismissed from the program. A graduate student earning one grade of "F" in any graduate course will be dismissed from the program.

---

## **Master of Fine Arts in Visual Arts**

The Masters of Fine Arts in Visual Arts offers students the opportunity to explore art history, theory and criticism in depth along with a hands-on creative production. This combination of theoretical study with production experience gives students a unique understanding of how art creates meaning.

### **ADMISSION REQUIREMENTS**

For a list of admission requirements to the MFA program, see Graduate Program - MFA in the Admission section of this Catalog.

### **TUITION**

Fall, spring and summer semesters - \$620 (per semester hour)

### **CURRICULUM**

The MFA degree is a low-residency, 60-unit plan of study emphasizing visual art and the creative process of generating new works that are grounded in both classical and contemporary genres. The MFA at JU nurtures the development of more rigorous and refined relationships between three aspects of creative production: stimulus, practice and analysis are seen as mutually interdependent forces that continually shape artistic experimentation and response.

### **Studio or Related Areas**

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ART 501	Graduate Seminar I	3
ART 511	Process Investigation I	4
ART 515	Critical Theory	2
ART 526	Practical Methodology	2
ART 536	Interdisciplinary Arts Seminar (variable 1-6 credits)	2
ART 541	Graduate Critique I	3
ART 556	Research and Development I	3
ART 600	Graduate Seminar II	3
ART 611	Process Investigation II	4
ART 616	Critical Issues	3
ART 640	Graduate Critique II	3

ART 656	Research and Development II	3
ART 665	Graduate Thesis I	4
ART 675	Graduate Thesis II	4
		<b>Subtotal: 43</b>

**Other Studies in Visual Art:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ART 530	Intermedia I	3
ART 545	Art History and Criticism	2
ART 550	Pedagogy I	3
ART 630	Intermedia II	3
ART 646	Marketcraft	3
ART 650	Pedagogy II	3
		<b>Subtotal: 17</b>
		<b>Total: 60</b>

**DEGREE REQUIREMENTS**

The Master of Fine Arts program requires the equivalent of at least two (2) years of full-time graduate study, with a minimum of 60 semester credit hours. Over 50% of the curriculum (32 credits) will be delivered during the onsite residency program during non-traditional semester and less than 50% of the curriculum (28 credits) will be delivered in a hybrid format using online study. This two-year degree program would consist each year of a six-week Summer Intensive and two (2) semesters of hybrid/distance instruction.

**Transfer of Credit** - Transfer of Credit will not be allowed in the graduate curriculum.

**Policies** - Policies are clearly published on the program and University web sites and Academic Catalog.

**Transcript Evidence** - Consistent with graduation requirements and verified by the University registrar prior to the degree being granted from the program.

**Thesis Requirement** - The course ART 695. Research-Based Project/Thesis Continuous Enrollment (1 credit), will be required of candidates who do not pass ART 675 to assure the Thesis requirement is met. This course description is as follows: Prerequisite ART 675. This course is Pass/Fail. May be repeated for credit. Students must enroll in ART 695 each subsequent semester until the completion of the research-based project/thesis. Faculty will periodically review individual student's progress in meeting course goals and completing the project/thesis. Upon completion of the project/thesis, faculty will approve the final paper and arrange for final paper presentation sessions. Students are expected to complete all objectives for ART 675 and finalize their projects for committee approval prior to their presentations.

**Written and Oral Defense Qualifying Examination** - The graduate student will be assigned his/her exam committee and the written comprehensive examination will be distributed and evaluated through that committee. The committee may elect to have the MFA candidate complete an oral defense of the exam results. This exam will substantiate the candidate's knowledge of the curriculum.

**Thesis Project** - During the Summer II intensive the student submits a 5-15 page proposal for the final thesis project to be approved by the thesis committee. The final project could take the form of a

exhibition or some other performance event in which the students' research is made evident. For example, students may undertake to create site-specific installation, organize opportunities for interactive performance with distinct groups of performers, produce film to be viewed on DVD. Whatever the final form, the project must demonstrate a thorough investigation and committed execution of a defined aesthetic concern. The final project includes a written component to be completed as a requirement of the thesis. This document, 20-40 pages in length, outlines the aesthetic focus of the student's research and provides a historical and philosophical contextualization for the project.

#### **ACADEMIC STANDARDS**

A graduate student will be placed on Academic Probation at the conclusion of any semester in which the student's cumulative GPA is less than a 3.0(B). The student has the following one semester (or two courses) to raise the cumulative GPA to a 3.0. A graduate student will be dismissed from the program if the student does not raise the cumulative GPA to a 3.0 within one semester (or two courses) of being placed on Academic Probation. A graduate student placed on Academic Probation more than one time during the program will be dismissed from the program. A graduate student earning one grade of "F" in any graduate course will be dismissed from the program.

# Brooks Rehabilitation College of Healthcare Sciences – Graduate Programs

## Keigwin School of Nursing Graduate Programs

The Master of Science in Nursing (MSN) prepares students for leadership roles in nursing. The goal of the MSN program is to educate nurses who can synthesize knowledge and demonstrate behaviors of advanced preparation. Each graduate will demonstrate critical thinking and decision-making skills in evaluating health and illness in selected populations. Graduates will operationalize a conceptual framework related to practice.

The Doctor of Nursing Practice (DNP) program builds upon the competences achieved in the MSN program, and provides an option for achievement of the national standards (set by the American Association of College of Nursing (AACN) and other national nursing organizations) for the practice doctorate.

To strengthen their involvement in the Nursing profession and continued personal growth as Nurses, Nursing majors may join the Student Nurses Association (SNA). The SNA works to provide opportunity for personal, intellectual, professional and social growth of its members. Benefits include social networking, campus and community relation building, and opportunities for growth in leadership.

### DEGREES

The Keigwin School of Nursing offers a post-baccalaureate certification program, the MSN degree program, post-master's certification programs, and the DNP degree program:

- Post-Baccalaureate Certification Program in:
  - Nursing Informatics
- Master of Science in Nursing, with cognates in:
  - Adult Gerontology Acute Care Nurse Practitioner
  - Clinical Nurse Educator\*
  - Family Nurse Practitioner
  - Family Nurse Practitioner with Emergency Sub-specialization
  - Leadership in Healthcare Systems\*
  - Nursing Administration\*\*
  - Nursing Informatics\*
  - Psychiatric Mental-Health Nurse Practitioner
  - Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner (*dual cognate*)
- RN-MSN (Master of Science in Nursing) Completion track (*offered only in an online format*) with cognates in:
  - Clinical Nurse Educator
  - Leadership in Healthcare Systems
  - Nursing Informatics
- Post-Master's Certification Programs in:
  - Adult Gerontology Acute Care Nurse Practitioner
  - Clinical Nurse Educator
  - Emergency Nurse Practitioner Sub-specialization
  - Family Nurse Practitioner
  - Family Nurse Practitioner with Emergency Nurse Sub-specialization



- Leadership in Healthcare Systems
- Nursing Informatics
- Psychiatric Mental-Health Nurse Practitioner
- Doctor of Nursing Practice (DNP) program for:
  - BSN to DNP degree students with cognates in:
    - Leadership
    - Family Nurse Practitioner
  - Post-MSN degree students with cognates in:
    - Advanced Practice
    - Leadership
- Post-Master's Certification Programs ***within the DNP:***
  - Adult Gerontology Acute Care Nurse Practitioner
  - Clinical Nurse Educator
  - Emergency Nurse Practitioner Sub-specialization
  - Family Nurse Practitioner
  - Family Nurse Practitioner with Emergency Nurse Sub-specialization
  - Leadership in Healthcare Systems
  - Nursing Informatics
  - Psychiatric Mental-Health Nurse Practitioner
- Dual Degree:
  - Master of Science in Nursing and Master of Business Administration Degree Program\*\*  
*Program details on page 393.*

*\*MSN-Clinical Nurse Educator, MSN-Leadership in Healthcare Systems, and MSN-Nursing Informatics programs are offered both in person and online.*

*\*\*MSN cognate for Dual Degree program students is Nursing Administration. This cognate applies only to those students pursuing the dual MSN and MBA degree program. This program is offered both campus based and online.*

## **GRADUATE NURSING ADMISSION**

Admission to the MSN and DNP programs is open to qualified people of any race, color, religion, and national or ethnic origin. Graduate admission is processed through the Keigwin School of Nursing.

Refer to Graduate Programs Admission under the Admission section of this catalog for a complete list of admission requirements for the MSN, post-master's and DNP programs.

## **TUITION**

MSN campus-based tuition for the fall, spring, and summer semesters is \$620 per semester hour

MSN off-campus cohort tuition for the fall, spring, and summer semesters is \$455 per semester hour

MSN online tuition for the fall, spring, and summer semesters is \$720 per semester hour

APRN Post-Masters Certification tuition for the fall, spring, and summer semesters is \$615 per semester hour

BSN to DNP tuition for the fall, spring, and summer semesters is \$625 per semester hour

Post-MSN DNP tuition for the fall, spring, and summer semesters is \$630 per semester hour

---

## Post-Baccalaureate Certificate

### NURSING INFORMATICS POST-BACCALAUREATE CERTIFICATE

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 580	Healthcare Informatics as a Profession	3
NUR 581	Law, Ethics and Public Issues in Healthcare Informatics	3
NUR 582	Leadership in Informatics for Healthcare Organizations And Public Health Strategy	3
NUR 583	Data Analytics and Impact on Patient Care	3
		<b>Total: 12</b>

## Master of Science in Nursing Program Requirements

All Master of Science in Nursing (MSN) students are required to complete the following coursework:

### MSN CORE

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 510	Nursing Theory & Research I	3
NUR 512	Organization, Delivery, and Policy in Healthcare	3
NUR 514	Nursing Leadership & Advanced Roles	3
NUR 516	Information Systems & Technology for Improved Healthcare	3
NUR 520	Nursing Research & Theory II	3
		<b>Total: 15</b>

In addition to the MSN Core, all MSN students must complete one (1) of the following cognates:

### Adult Gerontology Acute Care Nurse Practitioner Cognate

The MSN Adult-Gerontology Acute Care Nurse Practitioner/APRN program prepares advanced practice nurses for acute care settings. The AGACNP cognate requires a total of 25 credit hours as follows:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 504	Advanced Pharmacology	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
NUR 563	Adult Gerontology Acute Care I	3
NUR 564	Adult Gerontology Acute Care II	3
NUR 565	Advanced Acute Care Pharmacology	1
NUR 566	Advanced Acute Care Clinical Skills	1
NUR 567	Advanced Acute Care Discharge Planning and Health Promotion	1
NUR 568	Adult Gerontology Acute Care III	3
		<b>Total: 25</b>

### **Clinical Nurse Educator Cognate**

The MSN Clinical Nurse Educator will be prepared to provide highly qualified direct patient services and discipline-specific educational concepts to nursing practice. This program is geared towards students pursuing a Nurse Educator position or higher. The Clinical Nurse Educator cognate requires a total of 18 credit hours as follows:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
NUR 508	Advanced Pathophysiology for the Clinical Nurse Educator	3
NUR 521	Pharmacology & Physical Assessment for the Clinical Nurse Educator	3
NUR 525	Measuring Educational Outcomes in Nursing	3
NUR 526	Engaged Learning	3
NUR 548	Curriculum Development in Nursing	3
NUR 551	Advanced Role Practicum	3
		<b>Total: 18</b>

### **Family Nurse Practitioner Cognate**

The MSN Family Nurse Practitioner program prepares advanced practice nurses in family/primary care settings. The Family Nurse Practitioner cognate requires a total of 25 credit hours as follows:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 515	Women's Health Promotion and Disease Management	3
NUR 517	Mental Health and Crisis Intervention	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
		<b>Total: 25</b>

### **Family Nurse Practitioner with Emergency Sub-specialization Cognate**

The MSN Family Nurse Practitioner with Emergency Sub-specialization program prepares advanced practice nurses in primary and emergent/urgent care settings. The Family Nurse Practitioner with Emergency Sub-specialization cognate requires a total of 31 credit hours as follows:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 507	Emergency Nurse Practitioner I	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 513	Emergency Nurse Practitioner II	3
NUR 515	Women's Health Promotion and Disease Management	3
NUR 517	Mental Health and Crisis Intervention	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
		<b>Total: 31</b>

### **Leadership in Healthcare Systems Cognate**

The MSN Leadership in Healthcare Systems program prepares nurses for leadership positions in administration in a variety of health care systems. The Leadership in Healthcare Systems cognate requires a total of 15 credit hours as follows:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
NUR 530	Financial Management of Nursing Systems	3
NUR 531	Human Resource Management in Healthcare	3
NUR 532	Nursing Leadership and the Healthcare System	3
NUR 533	Quality and Safety in Healthcare	3
NUR 551	Advanced Role Practicum	3
		<b>Total: 15</b>

### **Nursing Administration Cognate**

The MSN Nursing Administration program prepares nurses for leadership positions in administration in a variety of healthcare systems. The Nursing Administration cognate requires a total of 15 credit hours in business courses as follows:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
ECON 509*/510*	Essentials/Fundamentals of Economics	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
MGT 566	Legal & Ethical Resource Management	3
MGT 610	Strategic Human Resource Management	3
NUR 551	Advanced Role Practicum (moved from MSN core)	3
		<b>Total: 18</b>

*\*MSN-Nursing Administration students may substitute two (2) semesters of undergraduate Economics to fulfill ECON 509/510.*

### **Nursing Informatics Cognate**

The Nursing Informatics cognate requires a total of 15 credit hours courses as follows:

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
NUR 551	Advanced Role Practicum	3
NUR 580	Healthcare Informatics as a Profession	3
NUR 581	Law, Ethics and Public Issues in Healthcare Informatics	3
NUR 582	Leadership in Informatics for Healthcare Organizations and Public Health Strategy	3
NUR 583	Data Analytics and Impact on Patient Care	3
		<b>Total: 15</b>

### **Psychiatric-Mental Health Nurse Practitioner Cognate**

The MSN Psychiatric-Mental Health Nurse Practitioner program is a dynamic and energetic cognate that prepares Psychiatric-Mental Health Nurse Practitioners to provide mental health care to individuals across the lifespan. Students are prepared to diagnose, provide nursing and medical treatment and follow-up to individuals and families suffering from mental health issues. The program prepares students to continue their education in the DNP degree that prepares nurses for clinical practice at the

highest level. The Psychiatric-Mental Health Nurse Practitioner cognate requires a total of 25 credit hours as follows:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 504	Advanced Pharmacology	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
NUR 572	Advanced Psychiatric Assessment and Diagnostics Across the Lifespan	3
NUR 573	Psychopharmacological Management of Patients Across the Lifespan with Mental Health Disorders	3
NUR 575	Individual Therapy Across the Lifespan	3
NUR 577	Family and Group Therapy Across the Lifespan	3
		<b>Total: 25</b>

**Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner(*dual cognate*)**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 515	Women's Health Promotion and Disease Management	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
NUR 572	Advanced Psychiatric Assessment and Diagnostics Across the Lifespan	3
NUR 573	Psychopharmacological Management of Patients Across the Lifespan with Mental Health Disorders	3
NUR 575	Individual Therapy Across the Lifespan	3
NUR 577	Family and Group Therapy Across the Lifespan	3
		<b>Total: 34</b>

---

**RN-MSN Completion Track**

**RN – MSN Degree Program**

This program is only offered in an online format. RN students may obtain an MSN degree with a concentration in one of the following cognates: Clinical Nurse Educator, Leadership in Healthcare Systems or Nursing Informatics.

All RN-MSN students must complete the RN-BSN Curriculum *and* MSN Curriculum listed below:

**RN-BSN Curriculum**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 352SI	Professional Nursing	3
NUR 354WI	Evidence-Based Nursing	3

NUR 357	A Conceptual Approach to Assessment & Pathophysiology for the Practicing Nurse Part I	3
NUR 449	A Conceptual Approach to Assessment & Pathophysiology for the Practicing Nurse Part II	4
NUR 452WI	Nursing Leadership and Health Care Policy	3
NUR 453	Community Focused Professional Nursing	4
NUR 455	Advanced Acute Care Concepts	3
		<b>Subtotal: 23</b>

#### MSN Curriculum

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 510	Nursing Theory & Research I	3
NUR 512	Organization, Delivery, and Policy in Healthcare	3
NUR 514	Nursing Leadership & Advanced Roles	3
NUR 516	Information Systems & Technology for Improved Healthcare	3
NUR 520	Nursing Research & Theory II	3
NUR 551	Advanced Role Practicum (all courses must be completed prior to taking NUR 551)	3
		<b>Subtotal: 18</b>

**AND**, RN-MSN students must select one of the three cognates listed below:

#### Clinical Nurse Educator cognate:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 508	Advanced Pathophysiology for the Clinical Nurse Educator	3
NUR 521	Pharmacology & Physical Assessment for the Clinical Nurse Educator	3
NUR 525	Measuring Educational Outcomes in Nursing	3
NUR 526	Engaged Learning	3
NUR 548	Curriculum Development in Nursing	3

**OR**

#### Leadership in Healthcare Systems cognate:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 530	Financial Management of Nursing Systems	3
NUR 531	Human Resource Management in Healthcare	3
NUR 532	Nursing Leadership in the Healthcare System	3
NUR 533	Quality and Safety in Healthcare	3

**OR**

#### Nursing Informatics cognate

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 580	Healthcare Informatics as a Profession	3
NUR 581	Law, Ethics and Public Issues in Healthcare Informatics	3
NUR 582	Leadership in Informatics for Healthcare Organizations and Public Health Strategy	3
NUR 583	Data Analytics and Impact on Patient Care	3

**Subtotal: 12-15**

**Total: 52-55**

## Post-Masters Certificates

### ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER POST-MASTER'S CERTIFICATE

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 504	Advanced Pharmacology	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
NUR 563	Adult Gerontology Acute Care I	3
NUR 564	Adult Gerontology Acute Care II	3
NUR 565	Advanced Acute Care Pharmacology	1
NUR 566	Advanced Acute Care Clinical Skills	1
NUR 567	Advanced Acute Care Discharge Planning and Health Promotion	1
NUR 568	Adult Gerontology Acute Care III	3
		<b>Total: 25</b>

### CLINICAL NURSE EDUCATOR POST-MASTER'S CERTIFICATE

The Post-Master's Clinical Nurse Educator Certificate program prepares nurses with clinical or research doctorates to teach in the academic setting.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 508	Advanced Pathophysiology for the Clinical Nurse Educator	3
NUR 521	Pharmacology & Physical Assessment for the Clinical Nurse Educator	3
NUR 525	Measuring Educational Outcomes in Nursing	3
NUR 526	Engaged Learning	3
NUR 548	Curriculum Development in Nursing	3
		<b>Total: 15</b>

### EMERGENCY NURSE PRACTITIONER SUB-SPECIALIZATION POST-MASTER'S CERTIFICATE

This post-master's certificate is available to licensed family nurse practitioners.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 507	Emergency Nurse Practitioner I	3
NUR 513	Emergency Nurse Practitioner II	3
NUR 517	Mental Health and Crisis Intervention	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
		<b>Total: 13</b>

### FAMILY NURSE PRACTITIONER-APRN POST-MASTER'S CERTIFICATE

The Post-Master's FNP Certificate program prepares students for advanced practice roles in nursing. The goal of the FNP program is to educate advanced practice nurses who can demonstrate critical thinking and decision-making skills in evaluating the health and illness of selected populations. Graduates will manage direct care of individuals experiencing acute and chronic health issues across the lifespan. The post-graduate certificate will advance nursing knowledge through inquiry, research utilization, and generation of educational, administrative, or clinical strategies to facilitate changes in professional

nursing practice. The graduate program in nursing prepares students to continue study at the Doctoral level.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 515	Women's Health Promotion and Disease Management	3
NUR 517	Mental Health and Crisis Intervention	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
		<b>Total: 25</b>

**FAMILY NURSE PRACTITIONER WITH EMERGENCY SUB-SPECIALIZATION-APRN POST-MASTER'S CERTIFICATE**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 507	Emergency Nurse Practitioner I	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 513	Emergency Nurse Practitioner II	3
NUR 515	Women's Health Promotion and Disease	3
NUR 517	Mental Health and Crisis Intervention	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
		<b>Total: 31</b>

**LEADERSHIP IN HEALTHCARE SYSTEMS POST-MASTER'S CERTIFICATE**

The Post-Master's Leadership in Healthcare Systems Certificate program prepares nurses with graduate nursing degrees in other specializations to assume leadership roles in a variety of healthcare settings. This post-master's certificate will provide the content and credit hours needed to take the American Nurses Credentialing Center (ANCC) certification exam for nurse executives.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 530	Financial Management of Nursing Systems	3
NUR 531	Human Resource Management in Healthcare	3
NUR 532	Nursing Leadership in the Healthcare System	3
NUR 533	Quality and Safety in Healthcare	3
		<b>Total: 12</b>

**NURSING INFORMATICS POST-MASTER'S CERTIFICATE**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 551	Advanced Role Practicum	3
NUR 580	Healthcare Informatics as a Profession	3



NUR 581	Law, Ethics and Public Issues in Healthcare Informatics	3
NUR 582	Leadership in Informatics for Healthcare Organizations and Public Health Strategy	3
NUR 583	Data Analytics and Impact on Patient Care	3
		<b>Total: 15</b>

#### PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER POST-MASTER'S CERTIFICATE

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 504	Advanced Pharmacology	3
NUR 553	Advanced Role Practicum for the Nurse Practitioner	4
NUR 572	Advance Psychiatric Assessment and Diagnostics Across the Lifespan	3
NUR 573	Psychopharmacological Management of Patients Across the Lifespan with Mental Health Disorders	3
NUR 575	Individual Therapy Across the Lifespan	3
NUR 577	Family and Group Therapy Across the Lifespan	3
		<b>Total: 25</b>

**Note:** APRN students may transfer in up to nine (9) semester credit hours or three graduate nursing courses for non-NPs or twelve (12) semester credit hours or four graduate nursing courses for students who are already NPs from accredited programs with a minimum grade of a "B". The lead faculty will evaluate the student transcript to determine course equivalents. Students must have minimum of 630 supervised clinical hours in their chosen NP population and role. Students who are already licensed APRNs must have a minimum of 500 supervised clinical hours in their chosen NP population and role. To meet this goal additional clinical hours may be included in specific courses with faculty permission.

---

#### Doctor of Nursing Practice (DNP) Program Requirements

The Doctor of Nursing Practice is a dynamic and energetic program that prepares nurses for leadership positions in multiple domains of health care. Students gain knowledge of various disciplines including nursing, medicine, economics, informatics, education and health policy with a goal of impacting health outcomes and transforming health care delivery. The DNP is the terminal degree that prepares nurses in the application of research to clinical nursing practice at the highest individual, population and systems levels.

Program outcomes for the Doctor of Nursing Program are:

- Lead interdisciplinary health care initiatives at the organizational and systems level to improve health outcomes for individuals and populations.
- Integrate principles of ethics and cultural diversity into clinical decision making for individuals and populations experiencing complex health issues.
- Influence public policy designed to ensure the safety and quality of healthcare for individuals and populations.
- Demonstrate proficiency in the use of technology and information systems designed to improve the quality of care for individuals and populations.
- Critically evaluate the philosophical and scientific underpinnings of advanced practice nursing.

- Translate relevant research findings from nursing and related disciplines to advanced clinical nursing practice to improve health outcomes for individuals and populations.
- Demonstrate the highest level of advanced practice clinical nursing to promote health and manage direct care of individuals experiencing acute and chronic health issues
- Disseminate advanced practice nursing knowledge derived from clinical scholarship.

The JU BSN to DNP program has two cognates. The BSN to DNP Family Nurse Practitioner cognate is for BSN nurses who wish to pursue graduate education as an Advanced Practice Nurse and complete the DNP degree concurrently. The BSN to DNP Leadership cognate is for RNs who wish to pursue careers in leadership positions within the health care system.

The JU post-MSN DNP program has two cognates. The Advanced Practice cognate is designed for nurses in advanced practice specialties and has a clinical focus on individuals and populations. The Leadership cognate has an emphasis on nursing within systems and organizations.

### BSN to DNP program for BSN nurses

All Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) students are required to complete the following coursework:

#### BSN to DNP Core

Code	Course	Credits
NUR 514	Nursing Leadership and Advanced Roles	3
NUR 520	Nursing Theory and Research II	3
NUR 610	Information Systems and Technology of Advanced Practice	3
NUR 630	Epidemiology and Biostatistics	3
NUR 652	Evidence Based Practice I	3
NUR 660	Ethics in Clinical Practice	3
NUR 670	Leadership and Health Policy	3
NUR 690	Evidence Based Practice II	3
NUR 702	DNP Practice Project (course is 3-6 hours variable credit; <b>must</b> be taken for minimum of 6 credit hours)	6
NUR 703	DNP Residency (course is 1-5 hours variable credit; <b>must</b> be taken for minimum of 5 credit hours)	5-11*

**Subtotal: 35-41**

*\* All BSN to DNP students must complete a total of 1000 residency hours to earn their DNP degree. Students are eligible to apply any post-baccalaureate hours earned as part of an educational program towards their required 1000-hour total. Students pursuing either the FNP or Leadership cognate can elect to earn residency hours progressively throughout their DNP degree. Students in the Leadership cognate will earn residency hours in both NUR 641 as required by the degree and NUR 703 as part of their final DNP project. Students in the FNP cognate will earn residency/clinical hours in their FNP clinical courses as well as in their final DNP project.*

*Each credit of residency (both NUR 641 and NUR 703) equates to a minimum of 90 clock hours, and is not to exceed 134 total hours per credit.*

In addition to the BSN to DNP Core, all BSN to DNP students will complete one of the following cognates:

**BSN to DNP Family Nurse Practitioner Cognate:**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 515	Women's Health Promotion and Disease Management	3
NUR 517	Mental Health and Crisis Intervention	3
NUR 600	Organizational Theory, Health Care Management and Finance	3
NUR 607	FNP Practicum I	3
NUR 620	Advanced Diagnostic Reasoning and Treatment II	3
NUR 640	Clinical Manifestations of Disease Process and Emerging Therapies	3
		<b>Subtotal: 33</b>

**BSN to DNP Leadership Cognate:**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
NUR 530	Financial Management of Nursing Systems	3
NUR 531	Human Resource Management in Healthcare	3
NUR 532	Nursing Leadership in the Healthcare System	3
NUR 533	Quality and Safety in Healthcare	3
NUR 602	Business of Healthcare	3
or NUR 604	Academic Leadership in Nursing Education	
NUR 622	Quality Management to Improve Health Outcomes	3
NUR 641	DNP Residency Hours	6
NUR 642	Leadership and Innovation	3
		<b>Subtotal: 27</b>

**Total hours including core and specialty cognate: 62-74**

**Post-MSN DNP Program**

All Doctor of Nursing Practice (DNP) students are required to complete the following coursework:

**DNP Core:**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
NUR 610*	Information Systems and Technology of Advanced Practice	3
NUR 630*	Epidemiology and Biostatistics	3
NUR 652*	Evidence Based Practice I	3
NUR 660*	Ethics in Clinical Practice	3
NUR 670*	Leadership and Health Policy	3
NUR 690	Evidence Based Practice II	3

NUR 702	DNP Practice Project (course is 3-6 hours variable credit; <b>must</b> be taken for minimum of 6 credit hours)	6
NUR 703	DNP Residency (course is 1-5 hours variable credit; <b>must</b> be taken for minimum of 3 credit hours)	3

**Subtotal: 27**

**In addition,** all DNP students must complete one 9-credit hour cognate chosen from Advanced Practice or Leadership:

**DNP Advanced Practice Cognate:**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
NUR 600	Organizational Theory, Health Care Management and Finance	3
NUR 620	Advanced Diagnostic Reasoning and Treatment II	3
NUR 640	Clinical Manifestations of Disease Process and Emerging Therapies	3

**OR**

**DNP Leadership Cognate:**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
NUR 602	Business of Healthcare	3
or NUR 604	Academic Leadership in Nursing Education	
NUR 622	Quality Management to Improve Health Outcomes	3
NUR 642	Leadership and Innovation	3

**Subtotal: 9**

**Total hours including core and specialty cognate: 36**

**NOTES:**

- All post-master's DNP students must complete a total of 1000 residency hours to earn their DNP degree. Students are eligible to apply any post-baccalaureate hours earned as part of an educational program towards their required 1000 hour total. This includes hours completed during post-baccalaureate, master's degree, post-master's certificate or doctoral programs. Students must provide signed verification from their former educational institution in order for JU to evaluate and approve residency hours being applied from programs attended prior to beginning their DNP program at JU. Students are required to earn a minimum of 3 credits of NUR 703 or a minimum of 270 residency hours as part of their degree requirements during their final DNP project.
- NUR 641, DNP Residency Hours, is an optional course that may be taken by students wanting to earn DNP practice hours while enrolled in 600-level courses. Each credit of residency (both NUR 641 and NUR 703) equates to a minimum of 90 clock hours, and is not to exceed 134 total hours per credit.
- Students must be enrolled in coursework the semester the degree is awarded. The degree must be awarded within five (5) years of starting the program.

*\* MSN students may elect to take one (1) or more of the DNP Core courses prior to completing their MSN pending approval of the program director.*

## Post-Masters Certificates within the DNP Program

### CERTIFICATIONS

Options for certifications in Adult Gerontology Acute Care Nurse Practitioner, Clinical Nurse Educator, Emergency Nurse Practitioner, Family Nurse Practitioner, Family Nurse Practitioner with Emergency Nurse Sub-specialization, Leadership in Healthcare Systems, Nursing Informatics, and Psychiatric/Mental Health Nurse Practitioner are available for qualified DNP students. For these qualified DNP students, the NUR 553 Role Practicum course is eliminated and replaced with DNP residency courses for students already possessing an initial Nurse Practitioner certification. Students interested in this option should contact the Assistant Director of Enrollment & Advising for Graduate Nursing for further information and requirements.

### ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER CERTIFICATION\*\* (for RNs and APRNs)

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501*	Advanced Health Assessment	3
NUR 502*	Advanced Pathophysiology	3
NUR 504*	Advanced Pharmacology	3
NUR 563	Adult Gerontology Acute Care I	3
NUR 564	Adult Gerontology Acute Care II	3
NUR 565	Advanced Acute Care Pharmacology	1
NUR 566	Advanced Acute Care Clinical Skills	1
NUR 567	Advanced Acute Care Discharge Planning and Health Promotion	1
NUR 568	Adult Gerontology Acute Care III	3

**Total: 21**

**Notes:** Total Post-master's credit hours: 16-25 (varies depending on previous MSN coursework)

\* *Students may transfer in credit hours for these courses from CCNE approved schools if they meet specific criteria. These will be approved on a case by case basis.*

\*\* *Students who are seeking their first certification as an NP are required to also take NUR 553 as part their progression plan. Students who are already certified as an NP are not required to take NUR 553.*

### CLINICAL NURSE EDUCATOR CERTIFICATION

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 508	Advanced Pathophysiology for the Clinical Nurse Educator	3
NUR 521	Pharmacology & Physical Assessment for the Clinical Nurse Educator	3
NUR 525	Measuring Educational Outcomes in Nursing	3
NUR 526	Engaged Learning	3
NUR 548	Curriculum Development in Nursing	3

**Total: 15**

### EMERGENCY NURSE PRACTITIONER SUB-SPECIALIZATION CERTIFICATION\*

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 507	Emergency Nurse Practitioner I	3
NUR 513	Emergency Nurse Practitioner II	3

NUR 517	Mental Health and Crisis Intervention	3
		<b>Total: 9</b>

*\* Students who are seeking their first certification as an NP are required to also take NUR 553 as part their progression plan. Students who are already certified as an NP are not required to take NUR 553.*

**FAMILY NURSE PRACTITIONER-APRN CERTIFICATION\***

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 515	Women's Health Promotion and Disease Management	3
NUR 517	Mental Health and Crisis Intervention	3
		<b>Total: 21</b>

*\* Students who are seeking their first certification as an NP are required to also take NUR 553 as part their progression plan. Students who are already certified as an NP are not required to take NUR 553.*

**FAMILY NURSE PRACTITIONER WITH EMERGENCY SUB-SPECIALIZATION-ARNP CERTIFICATION\***

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 503	Adult Health Promotion and Disease Management	3
NUR 504	Advanced Pharmacology	3
NUR 507	Emergency Nurse Practitioner I	3
NUR 509	Pediatric Health Promotion and Disease Management	3
NUR 513	Emergency Nurse Practitioner II	3
NUR 515	Women's Health Promotion and Disease	3
NUR 517	Mental Health and Crisis Intervention	3
		<b>Total: 27</b>

*\* Students who are seeking their first certification as an NP are required to also take NUR 553 as part their progression plan. Students who are already certified as an NP are not required to take NUR 553.*

**LEADERSHIP IN HEALTHCARE SYSTEMS CERTIFICATION**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 530	Financial Management of Nursing Systems	3
NUR 531	Human Resource Management in Healthcare	3
NUR 532	Nursing Leadership in the Healthcare System	3
NUR 533	Quality and Safety in Healthcare	3
		<b>Total: 12</b>

**NURSING INFORMATICS CERTIFICATION**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
NUR 580	Healthcare Informatics as a Profession	3
NUR 581	Law, Ethics and Public Issues in Healthcare Informatics	3

NUR 582	Leadership in Informatics for Healthcare Organizations and Public Health Strategy	3
NUR 583	Data Analytics and Impact on Patient Care	3
		<b>Total: 12</b>

#### **PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER CERTIFICATION\***

<b><u>Code</u></b>	<b><u>Course</u></b>	<b><u>Credit</u></b>
NUR 501	Advanced Health Assessment	3
NUR 502	Advanced Pathophysiology	3
NUR 504	Advanced Pharmacology	3
NUR 572	Advance Psychiatric Assessment and Diagnostics Across the Lifespan	3
NUR 573	Psychopharmacological Management of Patients Across the Lifespan with Mental Health Disorders	3
NUR 575	Individual Therapy Across the Lifespan	3
NUR 577	Family and Group Therapy Across the Lifespan	3
		<b>Total: 21</b>

\* Students who are seeking their first certification as an NP are required to also take NUR 553 as part their progression plan. Students who are already certified as an NP are not required to take NUR 553.

- Students interested in any of the certification options listed above should contact the Assistant Director of Enrollment & Advising for Graduate Nursing for any further information and questions regarding requirements.

---

**The following policies apply to all the graduate Nursing programs, the MSN, DNP, and post-master's certificates**

#### **BACKGROUND CHECKS**

Background checks are required for all APRN cognate students who participate in clinical practice. An approved background check must be provided to the Keigwin School of Nursing before a graduate nursing student may enroll in their first clinical course. Information on the background check may need to be released to agencies for permission to participate at the clinical site. If clinical placement is denied by the agency, and an alternative site cannot be obtained, the student will either have their acceptance rescinded if they have not yet started the program, or will not complete the program.

#### **PROGRAM COMPLETION AND TRANSFER CREDIT**

Students must successfully complete all course work no later than five (5) years after completion of the first graduate-level course.

Minimum credit hours required for MSN degree - 24 semester hours.

Minimum credit hours required for post-master's certificate - 13 semester hours.

Minimum credit hours required for DNP-varies based on previous clinical hours in graduate nursing program.

#### **Transfer Credit Policy**

MSN-Clinical Nurse Educator, Nursing Administration, Leadership in Healthcare Systems, Nursing

Informatics, and dual MSN/MBA students may transfer a maximum of six semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution.

MSN-AGACNP, FNP, FNP/ENP, and PMHNP students may transfer up to a maximum of 9 semester credit hours or three total graduate courses. The credit must be in courses similar in content and rigor to Jacksonville University's Master of Science in Nursing (MSN) Program, and the grade earned must be at least a "B."

Post-master's certificate - Clinical Nurse Educator, Nursing Administration, Leadership in Healthcare Systems, and Nursing Informatics students may transfer a maximum of six semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution.

Post-master's certificate - AGACNP, FNP, FNP/ENP, and PMHNP students may transfer up to a maximum of 9 semester credit hours or three total graduate courses. For those who are already licensed APRNs, a maximum of 12 semester credit hours or 4 total graduate courses may be transferred in. The credit must be in courses similar in content and rigor to Jacksonville University's Master of Science in Nursing (MSN) Program, come from a regionally accredited institution, and the grade earned must be at least a "B."

DNP students may transfer a maximum of six semester hours or 10-quarter hours of graduate academic credit from a comparable regionally accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's Doctor of Nursing Practice Program and the grade must be at least a "B".

All transfer credit must be evaluated and approved prior to the start of the program. Students will not receive transfer credit for courses taken at another school once they have begun courses in their respective program at Jacksonville University.

To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the Graduate Advisor of the MSN Program. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file.

To be eligible for transfer credit, the student must submit a transcript and catalog description of the course to the Graduate Advisor of the DNP Program. A letter requesting the transfer credit will be sent to the Registrar and placed in the student's file.

All transfer credit requests from be submitted and approved prior to the student beginning their academic program.

### **ACADEMIC STANDARDS & STANDING**

Each student registered in a graduate nursing program is expected to maintain the minimum of a 3.0 cumulative grade point average. Graduate Nursing students will be placed on academic probation if any of the following scenarios occur:

- 
- A student's cumulative GPA drops below 3.0.
    - Any student who is put on probation due to having a cumulative GPA below a 3.0 will have two semesters to raise their cumulative GPA to a 3.0 or higher. If after two semesters, the student has not achieved a cumulative GPA of 3.0 or higher they will be dismissed from the program.
  - A student who receives one grade of 'C+'



- A student will be placed on academic probation if they earn one grade of 'C+', but the student will be allowed to progress with coursework as scheduled. This academic probation will last for the duration of their program.
- Any subsequent grade of a 'C+' or lower will result in dismissal from the program regardless of GPA.
- If a student received two or more grades of 'C+' or lower in the same semester, they are automatically dismissed from the program.
- A student who receives one grade of 'C'
  - A student will be placed on academic probation if they earn one grade of 'C'. The course in which student receives a grade of 'C' must be successfully repeated before they can continue into any higher-level coursework. Placement back into the course needing repeating will be based on timing of course offerings and available space. This academic probation will last for the duration of their program.
  - If a student who has received a grade of 'C' in one nursing course earns a second grade of 'C' in a nursing course either in the same semester or a later semester, this will result in dismissal from the program.

A student can be dismissed from their Keigwin School of Nursing graduate program should any of the below scenarios occur:

- A student who is on academic probation due to having a GPA below a 3.0 and does not increase their GPA to a 3.0 or higher after two semesters will be dismissed from their graduate nursing program.
- A student who earns a grade of 'C+' in a course who then earns a concurrent or subsequent grade of a 'C+' or lower will result in dismissal from the program regardless of GPA.
- If a student who has received a grade of 'C' in one nursing course earns a second grade of 'C' in a nursing course either in the same semester or a later semester, this will result in dismissal from the program.
- A student who receives an 'F' in any nursing course for any reason will be dismissed from the program.

*\*Students dismissed from any graduate nursing program may appeal the action to the Keigwin School of Nursing Graduate Committee.*

### **OUT-OF-SEQUENCE COURSES**

Students in APRN tracks must take all nursing courses in the sequence they are published in. All students in APRN tracks will be given their progression upon acceptance into their program. Any student who has interrupted their progression for any reason are considered to be out-of-sequence. Students not regularly progressing must request readmission from the Keigwin School of Nursing Graduate Committee.

Once readmission is approved, out-of-sequence students will be placed in required course(s) on a space-available basis and are placed after all normally progressing students have been appropriately accommodated.

Students may only repeat one nursing course. If a grade of "B-" or better is earned in the repeated course, the student will be permitted to continue in the program. If less than a grade of "B-" is earned in the repeated course, any concurrent nursing courses, or any succeeding nursing courses, the student will be dismissed from the program.

After admission to the nursing program, placement in nursing courses for the academic year will be based on the following priority ranking:

- Full-time, regularly progressing degree-seeking students.
- Part-time, regularly progressing degree-seeking students.
- Regularly progressing certificate seeking students.
- Students who have interrupted their studies but are in good academic standing.
- Students who have withdrawn from one or more nursing courses.
- Students who have been unsuccessful in one nursing course and need to repeat the course.
- Transfers from other graduate nursing programs according to Graduate Committee guidelines.

If additional criteria are needed to determine placement, date of becoming out of sequence and cumulative GPA will be used. (See your academic counselor).

The nursing curriculum must be completed within five (5) years from initial enrollment into nursing courses. If unable to complete the prescribed nursing curriculum within the five (5) years, the student must petition to and be approved by the Keigwin School of Nursing Graduate Committee in order to continue in nursing curriculum. Once progression is interrupted, the school of nursing can not guarantee completion of the nursing curriculum within five (5) years although every reasonable effort will be made to facilitate progression.

## **GRADING**

Grades are given in the Keigwin School of Nursing based on acquired points rather than percentages. The grade equivalent will be discussed in the syllabus for each course.

### Grading Scale:

A = 549 - 600 points

A- = 537 – 548 points

B+ = 525 – 536 points

B = 489 - 524 points

B- = 477 – 488 points

C+ = 447 - 476 points (**passes but on academic probation**) **Below this level – course is failed**

C = 417 - 446

F = 416 points and below

In courses designated to prepare students for the APRN certification exams, a minimum exam average of 75% must be achieved for written and oral exams to be averaged into the final grade. If a student does not earn a 75% exam average in one of these courses, it is not possible for the student to successfully pass that course. A grade of no higher than 'C' will be awarded to any student who does not achieve the required 75% exam average. This means that the student will be required to repeat the course that they did not earn the required 75% exam average before being permitted to progress to higher level courses.

The courses that the above grading policy applies to are:

NUR 501, NUR 502, NUR 503, NUR 504, NUR 507, NUR 509, NUR 513, NUR 515, NUR 517, NUR 563, NUR 564, NUR 565, NUR 566, NUR 567, NUR 568, NUR 572, NUR 573, NUR 575, and NUR 577.

## School of Applied Health Sciences Graduate Programs

The School of Applied Health Sciences offers graduate programs and certificates in:

- Post-Baccalaureate Certificate in Health Data Analytics
- Professional Gerontologist Graduate Certificate
- Master of Science Degree in Clinical Mental Health Counseling with an emphasis in Marriage and Family Therapy
- Master of Science Degree in Health Informatics
- Master of Science Degree in Kinesiological Sciences
- Master of Science Degree in Speech Language Pathology
- Master of Science Degree in Sport Management\*\*
- Doctor of Occupational Therapy
- Dual Degrees:
  - Master of Science in Health Informatics/Master of Business Administration Degree Program\*  
*Program details on page 402.*
  - Master of Science in Sport Management/Master of Business Administration Degree Program\*  
*Program details on page 403.*

*\*The dual MSHI/MBA and dual MSSM/MBA programs are offered both campus based and online.*

*\*\*The MSSM program is offered fully online.*

---

### Post-Baccalaureate Certificate in Health Data Analytics

The Post-Baccalaureate certificate in Health Data Analytics and Modeling consists of 12 credit hours and prepares individuals to access, manage, analyze, and interpret healthcare data. This information is essential for healthcare organizations and industries to strategically develop safe, cost-efficient, high quality patient care. This certificate can be a stand-alone post-baccalaureate certificate or obtained as an additional certificate within the Master of Science in Health Informatics (MSHI) program. This certificate program is only offered in the cohort format and is not offered online.

#### POST-BACCALAUREATE CERTIFICATE IN HEALTH DATA ANALYTICS

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSHI 507	Introduction to Health Analytics and Big Data	3
MSHI 508	Data Analysis for Health Analytics I	3
MSHI 509	Data Analysis for Health Analytics II	3
MSHI 510	Statistical Modeling for Health Analytics	3
		<b>Total: 12</b>

---

### Professional Gerontologist Graduate Certificate

The Professional Gerontologist Graduate Certificate curriculum consists of four content courses and an experiential learning compact, for a total of 5 courses or 15 credit hours. Each course will be held during an 8-week session, with two courses being offered each 8-week session. The entire program can be completed in 24-weeks. The curriculum has been reviewed by NAPG and successfully meets their eligibility criteria for certification.

## PROFESSIONAL GERONTOLOGIST GRADUATE CERTIFICATE

<u>Code</u>	<u>Course</u>	<u>Credit</u>
GER 501	Theoretical Concepts in Aging	3
GER 502	Practice Concepts in Working with Older Adults	3
GER 503	Ethical Challenges in Healthcare and Aging	3
GER 504	Biopsychosocial Aspects of Aging	3
GER 600	Experiential Learning in the Field of Aging	3
		<b>Total: 15</b>

## Master of Science Degree in Clinical Mental Health Counseling with an emphasis in Marriage and Family Therapy

The Master of Science in Clinical Mental Health Counseling (MS-CMHC) in the Brooks Rehabilitation College of Healthcare Sciences is a 60-credit hour degree program. With its specialization in clinical mental health counseling, completion of the program meets the educational requirements for State of Florida licensure as a Licensed Mental Health Counselor (LMHC). The coursework for this program also includes a specialization in Marriage, Couples, and Family Counseling that meets the educational requirements for licensure in Florida as a Licensed Marriage and Family Therapy (LMFT).

### TUITION

MS-CMHC tuition for the fall, spring, and summer semesters is \$680 (per semester hour)

## MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING REQUIREMENTS

### Plan of Study

#### Fall - Semester 1

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MHC 501	Human Growth and Development	3
MHC 502	Legal, Ethical, and Professional Standards	3
MHC 503	Counseling Theories and Practice	3
MHC 504	Introduction to Counseling Skills and Practice	3
		<b>Subtotal: 12</b>

#### Spring - Semester 2

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MHC 505	Behavioral Research and Program Evaluation	3
MHC 506	Diagnosis and Treatment of Psychopathology	3
MHC 507	Group Theories and Practice	3
MHC 604	Addictive Behaviors Counseling	3
		<b>Subtotal: 12</b>

#### Summer - Semester 3

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MHC 508	Individual Evaluation and Assessment	3
MHC 509	Social and Cultural Foundations in Counseling	3
MHC 605	Theories and Practice in Marriage and Family Therapy	3
<b>CPCE (Counselor Preparation Comprehensive Examination) REQUIRED</b>		
		<b>Subtotal: 9</b>

**Fall - Semester 4**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MHC 601	Community Based Counseling	3
MHC 602	Family Therapy: Counseling Children & Adolescents	3
MHC 603	Clinical Practicum	3
		<b>Subtotal: 9</b>

**Spring - Semester 5**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MHC 510	Career and Lifestyle Assessment & Counseling	3
MHC 511	Human Sexuality Counseling	3
MHC 606	Internship in Clinical Mental Health Counseling I	3
<b>NCMHCE (National Clinical Mental Health Counselor Exam). This exam is NOT required for graduation but is required for Florida state licensure. All graduates are encouraged to take this exam right after graduation.</b>		
		<b>Subtotal: 9</b>

**Fall - Semester 6**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
MHC 607	Marriage and Family Systems: Couples Therapy	3
MHC 608	Counseling Military Families	3
MHC 609	Internship in Clinical Mental Health Counseling II	3
		<b>Subtotal: 9</b>
		<b>Total: 60</b>

**Master of Science Degree in Health Informatics**

The Brooks Rehabilitation College of Healthcare Sciences now offers the Master of Science (MS) in Health Informatics. Federal regulations requiring healthcare organizations to uphold secure electronic patient records have increased the employment opportunities in Health Informatics. Assessment and treatment data outcomes indicate supply of healthcare information professionals is not currently meeting demand, according to the U.S. Bureau of Labor Statistics. Successful implementation of this educational track combines a mix of health sciences, management and organizational education courses. This focus will emphasize special training and experience in health care related industry. The primary outcome is to develop a workforce that understands how to drive efficient workflow and operational processes to support efficient, cost effective, and safe patient care. The MSHI program will serve both clinical and non-clinical professions in this industry whereby knowledge and proficiency are required to stay competitive in the areas of healthcare leadership, system theory and patient care.

- The Master of Science Health Informatics degree will define how health information is captured, analyzed, transmitted and managed.
- The program requires 33 credit hours post bachelor’s degree. Prospective students will come from a variety of education backgrounds, including, but not limited to, health information management, nursing, radiology, patient financial services, health care government agencies, clinical and administrative decision support, computing services, and pharmacy.

- Employment opportunities upon completion would include a variety of challenging prospects, including, hospitals, clinics, health information exchanges, elevated managerial roles, system development, project management, electronic health record system specialists, clinical decision support, database administrators, clinical documentation specialists, and consultants.
- Students/professionals seeking a MSHI will understand the relationship between information technology, people, health, and the health-care system.
- The student will gain the knowledge and skills needed to use information technology to improve health-care delivery and outcomes.

**TUITION**

MSHI tuition for the fall, spring, and summer semesters is \$795 (per semester hour)

**MASTER OF SCIENCE IN HEALTH INFORMATICS REQUIREMENTS**

The Master of Science in Health Informatics degree requires a minimum of 33 graduate credit hours. Students must complete all 30 credit hours of the core courses listed below as well as choose one 3-credit hour capstone option:

<b>MSHI Core</b>		
<u>Code</u>	<u>Course</u>	<u>Credit</u>
MSHI 500	Advanced Health Informatics I	3
MSHI 501	Advanced Coding and Classification	3
MSHI 503	Advanced CyberSecurity	3
MSHI 504	Advanced Systems Analysis	3
MSHI 505	Advanced Health Informatics II	3
MSHI 506	Advanced HealthCare Database Management	3
MSHI 524	Epidemiology and Evidenced-Based Health Informatics	3
MSHI 525	Key Standards in the Health Care Industry	3
MSHI 526	Legal and Social Issues in Health Informatics	3
MSHI 528	Leadership in the Health Professionals	3
	<b>Subtotal: 30</b>	

**In addition to the MSHI Core requirements,** students must choose one of the below options to satisfy the capstone requirement. Students must complete a minimum of three (3) credit hours of capstone to satisfy the degree requirements.

**MSHI Capstone requirement:**

MSHI 527	Research Work Project Experience	
<b>OR</b>		
MSHI 590	Internship I	
	<b>Subtotal: 3</b>	
	<b>Total: 33</b>	

**MSHI Program Co-Requisites:**

Students who do not have a medical background will be required to take a two-credit hour MSHI 201 Medical Terminology and Healthcare Essential prior to completing their third course in the program.

Students who do not have evidence of completing an undergraduate course in statistics will be required to take MATH 205 Elementary Statistics prior to completing their third course in the program.

---

## Master of Science Degree in Kinesiology Sciences

The Master of Science degree in Kinesiological Sciences (MSKS) prepares students for a wide range of graduate programs and careers in the Health Sciences. These include professional graduate schools in medicine, physician assistant, physical therapy, occupational therapy, and chiropractic medicine. Depending on the student's interest, preparation for a career in public health, nutrition, exercise physiology, motor control, biomechanics, strength and conditioning, and personal training is also available. Students will encounter a strong foundation of movement science courses that integrates theory courses with state-of-the-art instrumentation for best practice applications. Students complete their degree with a culminating thesis or non-thesis experience in the movement sciences, fitness & wellness, or sport performance related fields.

### TUITION

MSKS tuition for the fall, spring, and summer semesters is \$780 (per semester hour)

### MASTER OF SCIENCE IN KINESIOLOGICAL SCIENCES REQUIREMENTS

Students admitted into the kinesiological sciences master's program must complete the Core Requirements and then the Required Electives or the athletic training sciences options. Enrollment in the athletic training sciences courses is restricted to the students admitted to the athletic training graduate assistant program. A minimum grade of "B-" is required in all graduate courses. Any course in which a student receives a grade lower than "B-" must be successfully repeated in the next term the course is offered. Failure to successfully complete a repeated course will result in academic dismissal from the program.

#### **Core Requirements (18 credit hours)**

Requires the successful completion of 18 credit hours of courses in Kinesiology theory, instrumentation, and research skills. Theory and Instrumentation courses are 8 weeks long and consists of four courses each. Research skills courses are 16 weeks long and consists of two courses.

#### **Kinesiological Theory Courses – 8 weeks**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 501	Biomechanics of Human Movement	1.5
KIN 502	Muscle/Tissue Mechanics	1.5
KIN 503	Sensorimotor Control	1.5
KIN 504	Physiology of Human Movement	1.5

#### **Kinesiological Instrumentation Courses – 8 weeks**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 511	2-Dimensional Video Analysis	1.5
KIN 512	3-Dimensional Motion Analysis	1.5
KIN 513	Force Plate and Electromyography	1.5
KIN 514	Metabolism and Composition	1.5

#### **Kinesiological Research Skills Courses – 16 weeks**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 521	Statistical Literacy	3

KIN 522	Research Literacy	3
		<b>Subtotal: 18</b>

**AND**, upon successful completion of the core requirements, an additional 18 credit hours of Required Elective Courses or Athletic Training Sciences Option Courses (hybrid) is required.

**Required Elective Courses – Complete 18 credit hours**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 500	Topics in Kinesiological Sciences, var. 1-6 cr; max. 12 cr	
KIN 531	Rehabilitation Research Design Procedures, 3 cr	
KIN 535	Perception-Action Coupling, 3 cr	
KIN 541	Behavioral Medicine, 3 cr	
KIN 550	Resistance Training Principles & Practice, 3 cr	
KIN 570	Advanced Physiology of Human Movement, 3 cr	
KIN 575	Movement Performance Analytics, 3 cr	
KIN 580	Mechanical Modeling of Human Motion, 3 cr	
KIN 585	Advanced Biomechanical Analysis of Human Movement, 3 cr	
KIN 586	Advanced Neuromechanics of Sport Performance, 3 cr	
KIN 587/588	Independent Study in Kinesiological Sciences, var. 1-6 cr; max. 6 cr	
KIN 590	Internship, var. 1-9; max. 9 cr	
KIN 599	Thesis, var. 1-9	
		<b>Subtotal: 18</b>

**OR**

● **Athletic Training Sciences Option (hybrid 8-week courses: 18 credit hours)**

Open only to students admitted in the Athletic Training Graduate Assistant Program. The following six 8-week courses are offered as one course per 8-week term beginning in the fall semester and **must be taken in course sequence every 8-week term for 12 months during the FIRST year**. AT students will complete the 18 credits of theory, instrumentation, and research courses in their SECOND year.

**Required Courses**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
KIN 561	Best Practices in Secondary School Athletic Training	3
KIN 562	Deadly Risks in Sports – Secondary School Best Practices	3
KIN 563	Rehabilitation of Sports Injury with the Secondary School AT Room	3
KIN 564	Funding, Politics, Partnerships & Pitfalls in Secondary School Athletic Training	3
KIN 565	Injury Reporting & Research Practices in Athletic Training	3
KIN 566	Essential Competencies in Athletic Training	3
		<b>Subtotal: 18</b>
		<b>Total: 36</b>
<b>(Includes Core Requirements <u>and</u> one of the Options Courses)</b>		



## Master of Science Degree in Speech Language Pathology

The Master of Science (MS) degree in Speech-Language Pathology (SLP) is a 2-year program and meets the requirement of the American Speech-Language-Hearing Association (ASHA) for clinical certification and the standards set forth by the State of Florida for licensure. The Master of Science in Speech-Language Pathology (MS SLP) program was awarded accreditation candidacy from the Council on Academic Accreditation Audiology and Speech-Language Pathology (CAA) on March 22, 2014.

Full-time registration (at least 9 credit hours per term) in the MS program will be required for the first four semesters of this five-semester program.

\*Undergraduate prerequisite courses in Communication Sciences Disorders (CSD) are available, preparing non-CSD majors for the typical graduate admission requirements in speech-language pathology.

The mission of the JU MS SLP program is to prepare students for careers of excellence as speech-language pathologists. A core program of theories, methods, and research in Communication Science and Disorders will ensure that each student will be prepared in the discipline of speech-language and screening of hearing disorders. This will be accomplished through academic offerings and clinical learning experiences.

### **Program Outcomes for the proposed MS SLP are:**

- 1.** Integrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
- 2.** Consider the anatomical/physiological, psychological, developmental, social, linguistic and cultural correlates of disorders in clinical decision making.
- 3.** Demonstrate effective communication, counseling, and collaboration with patients and relevant others, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, and caregivers.
- 4.** Integrate principles of ethics and cultural diversity into clinical decision making for individuals and populations experiencing complex health issues related to speech, voice, swallowing, language, and/or cognitive impairments.
- 5.** Demonstrate proficiency in the use of technology and information systems for speech-language pathologists that will improve the quality of care for individuals and populations.
- 6.** Translate relevant research findings from speech-language pathology and related disciplines to advance clinical speech-language pathology practice and improve health outcomes of individuals and populations.
- 7.** Influence public policy designed to ensure the safety and quality of healthcare for individuals and populations.
- 8.** Demonstrate social responsibility and advocacy for individuals and populations experiencing complex health issues related speech, voice, swallowing, language, and/or cognitive impairments.
- 9.** Lead interdisciplinary health care initiatives at the organizational and systems level to improve health outcomes for individuals and populations with speech, voice, swallowing, language and/or cognitive impairments.

### **TUITION**

MS in SLP tuition for the fall, spring, and summer semesters is \$895 (per semester hour)

## Plan of Study - 5 Semester Plan

### Fall - Semester 1

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 501	Adult Language Disorders	3
CSD 502	Articulation and Phonological Disorders	3
CSD 503	Pediatric Language Disorders	3
CSD 504	Assessment and Rehabilitation in SLP I	2
CSD 505	Grand Rounds I	2
CSD 531	Rehabilitation Research Design	3
		<b>Subtotal: 16</b>

### Spring - Semester 2

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 511	Motor Speech	3
CSD 512	Clinical Ethics and Policy	3
CSD 513	Grand Rounds II	2
CSD 514	Augmentative Communication	2
CSD 515	Audiological Assessment and Rehabilitation	2
CSD 516	Audiological Assessment and Rehabilitation Lab	1
CSD 517	Practicum in Speech-Language Pathology I	2
		<b>Subtotal: 15</b>

### Summer - Semester 3

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 520	Dysphagia Management	4
CSD 521	Assessment and Rehabilitation in SLP II	2
CSD 522	Reading Disabilities	2
CSD 527	Practicum in Speech-Language Pathology II	3
		<b>Subtotal: 11</b>

### Fall - Semester 4

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 506	Fluency Disorders	2
CSD 532	Voice and Resonance Disorders	3
CSD 533	Endoscopy	2
CSD 534	Communicating with Patients and Families	3
CSD 535	Proseminar	1
CSD 537	Practicum in Speech-Language Pathology III	3
		<b>Subtotal: 14</b>

### Spring - Semester 5

<u>Code</u>	<u>Course</u>	<u>Credit</u>
CSD 550 or CSD 551	Externship in Speech-Language Pathology Research for Master's Thesis	2-6(variable credit) (4)
		<b>Subtotal: 2-6</b>
		<b>Total: 58-62</b>

**Clinical Requirements:** A student in the MS SLP program must complete at least 375 clock hours of supervised clinical practicum experience, plus 25 observation hours.

**PROGRESSION AND REMEDIATION**

**Remediation Plans: Knowledge**

A student must pass each course with a grade of B or better. During the course of a semester, if a student earns a grade of C or worse on a test or assignment, he/she can re-take the test or resubmit the assignment. If the averaged grade is still a C or worse, OR if the student makes a grade equal to or less than the original grade, the original grade is entered into the grade book, and the student must repeat the course. If a student has a final grade of C or worse on 1 or more academic courses, the student will be dismissed from the program.

**Remediation Plans: Skills**

When the Program Director is made aware of a student who is struggling in clinic/practicum, she will meet with the immediate supervisor and the student to develop a remediation plan. IF the student does not meet the requirements of the remediation plan AND the course in total, he/she will not receive credit for the course and cannot count the clock hours obtained in that practicum. The student will be required to repeat the practicum in a similar setting before advancing to other clinical settings. If a student has a final grade of C or worse on 1 or more practicum or externship courses, the student will be dismissed from the program.

**Master of Science Degree in Sport Management**

The Master of Science (MS) degree in Sport Management is an interdisciplinary program within the Brooks Rehabilitation College of Health Sciences in partnership with the Davis College of Business.

**TUITION**

MS Sport Management tuition for the fall, spring, and summer semesters - \$630 per semester hour

**MASTER OF SCIENCE IN SPORT MANAGEMENT REQUIREMENTS**

The curriculum consists of five required core business courses and seven required sport-specific content courses to complete the degree. Each course is a 3-credit hour course, resulting in a 36-credit hour program.

**Core Requirements – 15 credit hours**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPT 500	Managerial Accounting	3
SPT 501	Quantitative Methods for Managers	3
SPT 502	Essentials of Finance and Economics	3
SPT 503	Marketing Analysis	3
SPT 504	Leadership and Ethics	3

**Subtotal: 15**

**Sport Management Requirements – 21 credit hours**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
SPT 510	Sport Revenue Strategy	3
SPT 520	Sport Law & Ethics	3
SPT 530	Sport Economic & Financial Analysis	3
SPT 540	Sport Sponsorship	3

SPT 550	Sport Analytics	3
SPT 560	Sport Event & Facility Management	3
SPT 570	Sport Management Capstone	3
		<b>Subtotal: 21</b>
		<b>Total: 36</b>

## Doctor of Occupational Therapy Degree

The Doctor of Occupational Therapy (OTD) is an entry-level, 105-credit hour, post-baccalaureate, professional degree. This program is designed for students who do not have a degree or certificate in occupational therapy, but have a baccalaureate degree from a regionally accredited institution, and are seeking an entry-level graduate program in occupational therapy. The program does not have a preference as to the background or type of bachelor's degree as long as the prerequisite courses (listed above) are completed. Applicants must have at the time of application a minimum cumulative grade point average of 3.0 on a 4.00 scale, and a prerequisite GPA of 3.0/4.0. The program will be offered in a full-time, traditional classroom and laboratory environment.

### PROFESSIONAL CURRICULUM:

Students pursuing a Doctor of Occupational Therapy (OTD) can expect to be in school for a minimum of 9 academic semesters. The educational program consists of academic coursework, two full-time supervised fieldwork experiences and a 16-week doctoral residency. The two, full-time twelve (12) week fieldwork experiences occur during the summer (May-July) and fall (Aug-Nov) semesters of the 3rd graduate year. Students complete their doctoral residency in the spring semester of their final year to finish the program in three years.

- Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. -NBCOT (<http://www.nbcot.org/>)

### TUITION

OTD tuition for the fall, spring, and summer semesters is \$950 (\$850 per credit hour plus \$100 hour technology /lab fee)

### ADMISSION REQUIREMENTS

Refer to the Graduate Programs Admission in the Admission section of this catalog.

### DOCTOR OF OCCUPATIONAL THERAPY REQUIREMENTS

#### Plan of Study

#### Year 1 - Summer Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 580	Applied Functional Anatomy	5
OTD 590	Introduction to Occupational and Rehabilitation Science Theory	3
		<b>Subtotal: 8</b>

**Year 1 – Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 581	Applied Neuroscience for the Occupational Therapist	4
OTD 582	Functional Biomechanics and Kinesiology for the Occupational Therapist	3
OTD 601	Occupational Performance Assessment and Evaluation	3
OTD 602	Professional Reasoning and Communication in Occupational Therapy	3
OTD 650	Health Promotion, Wellness and Participation in Occupational Therapy	3
		<b>Subtotal: 16</b>

**Year 1 – Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 583	Pathophysiology – The Impact of Conditions on Occupational Performance	3
OTD 620	Level I Fieldwork in Occupational Therapy (A)	1
OTD 640	Principles of Rehabilitation Engineering and Assistive Technology in Occupational Therapy	3
OTD 651	Pediatric Theory and Practice in Occupational Therapy	4
OTD 652	Neurorehabilitation and Disability Science Theory and Practice in Occupational Therapy	4
OTD 660	Principles of Research in Occupational Therapy	3
		<b>Subtotal: 18</b>

**Year 2 – Summer Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 653	Mental Health Theory and Practice in Occupational Therapy	3
OTD 654	Principles of Orthopedics in Occupational Therapy	2
OTD 661	Evidence Based Practice and Translational Research in Occupational Therapy	3
		<b>Subtotal: 8</b>

**Year 2 – Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 621	Level I Fieldwork in Occupational Therapy (B)	1
OTD 641	Functional Cognition and Occupational Therapy	3
OTD 655	Geriatric Theory and Practice in Occupational Therapy	3
OTD 656	Occupational Rehabilitation and Ergonomics	3
OTD 680	Guided Research I in Occupational Therapy	2
OTD 701	Case-based Learning I	2
		<b>Subtotal: 14</b>

**Year 2 – Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 622	Level I Fieldwork in Occupational Therapy (C) – Education Abroad Option	1
OTD 681	Guided Research II in Occupational Therapy	2

OTD 702	Case-based Learning II	2
OTD 750	Leadership and Management in Healthcare for the Occupational Therapist	3
OTD 751	Interprofessional Seminar	1
OTD 752	Program Development and Evaluation	2
OTD 770	Elective – Advanced and Emerging Practice Skills	3
		<b>Subtotal: 14</b>

### Year 3 – Summer Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 760	Level II Fieldwork in Occupational Therapy (A)	6
OTD 771	Professional Seminar in Occupational Therapy I	1
		<b>Subtotal: 7</b>

### Year 3 – Fall Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 753	Principles of Teaching and Transformative Learning in Occupational Therapy	2
OTD 761	Level II Fieldwork in Occupational Therapy (B)	6
OTD 772	Professional Seminar in Occupational Therapy II	1
OTD 780	Comprehensive Exam for the Occupational Therapist	1
		<b>Subtotal: 10</b>

### Year 3 – Spring Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
OTD 790	Doctoral Residency	8
OTD 791	Professional Development Seminar for the Occupational Therapist	2
		<b>Subtotal: 10</b>
		<b>Total : 105</b>

## School of Orthodontics

The School of Orthodontics offers two unique programs: a 27-month combined Orthodontics Certificate/Master of Science in Dentistry and a one-year Fellowship in Clinical Orthodontic Research.

### Combined ORTHODONTICS CERTIFICATE/MASTER OF SCIENCE IN DENTISTRY

This 27-month program from the Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics combines didactic, clinical, and research components, leading to a Certificate in Orthodontics and a Master of Science in Dentistry. Students must be prepared to undertake an intensive, continuous, full-time course of study in addition to heavy supervised clinical training in various contemporary orthodontic techniques.

The Advanced Specialty Program in Orthodontics' classes begin in July of each year with an Orientation period. By the end of the first year it is expected that each student will have initiated comprehensive orthodontic treatment for an average of seventy patients after completion of a pre-clinical training course.

Students are introduced to a variety of treatment philosophies, with an emphasis on pre-adjusted appliances and related techniques. Supervising clinical Faculty present their philosophies in daily diagnosis and treatment planning seminars. A variety of clinical techniques are demonstrated and utilized in the school's state-of-the-art orthodontic clinical facility.

**Academic requirements for the 27-month combined Orthodontic Certificate and Master of Science in Dentistry** program are as follows:

- Compliance with the program's policies and protocols as described in the Student's Handbook.
- Successful completion of the mandatory coursework, designated assignments and final examinations.
- Validation of clinical competencies through delivering evidence-based patient care for assigned patients under Faculty supervision.
- Taking the Written Examination of the American Board of Orthodontics (2nd Year - Spring Semester).
- Completion of the research component of the program with successful submission of a final Capstone project.
- Thesis
- Completion of 76 credit hours.

**FELLOWSHIP IN CLINICAL ORTHODONTIC RESEARCH**

Jacksonville University School of Orthodontics offers a full time one (1) year Fellowship in Clinical Orthodontic Research. The Fellowship is geared towards broadening and enhancing a Fellow's background thus helping to prepare them for matriculation into an ADA accredited residency program in orthodontics upon successful completion of the program. Fellows participate in a diverse didactic and clinical orthodontic experience. Course work includes but is not limited to orthodontic record-taking, record-keeping, data basing, orthodontic diagnosis and treatment planning, and exposure to various clinical orthodontic theoretical, diagnostic, and therapeutic treatment philosophies and regimens. Fellows not only shadow current JU orthodontic residents in the clinic and assist them in a variety of chair-side experiences; they will be expected to treat approximately 30-35 of their own patients. The research component requires the Fellows to participate in collecting clinical research data, assist in preparing and expanding our clinical research database, and helping to develop teaching modules for orthodontic continuing education. Throughout the Fellowship, participants will gain experience with orthodontic practice management software, orthodontic diagnostic and case presentation software, imaging software, cone-beam computed tomography, digital photography and radiography, as well as exposure to a variety of orthodontic appliances and techniques including using soft tissue lasers and temporary anchorage devices in orthodontic practice.

This one-year, non-accredited continuing education program in orthodontic clinical research is designed for the candidate who needs to augment his/her dental education. The program combines didactic orthodontic education, clinical training and intensive exposure to clinical orthodontic research.

**Academic requirements for the 1 Year Fellowship in Clinical Orthodontic Research** are as follows:

- Compliance with the program's policies and protocols as described in the Student's Handbook.
- Successful completion of the mandatory coursework, designated assignments and final examinations.
- Validation of clinical competencies through delivering evidence-based patient care for assigned patients under Faculty supervision.

- Completion of the research component of the program with successful submission of a final thesis manuscript.
- Completion of 17 credit hours.

## ADMISSION

The School of Orthodontics has its own admission process which is distinct and separate from that of the University. It is a highly selective process. Approximately 300 applications are received for 15 available seats.

## TUITION

In addition to the fees listed below there may be travel expenses to certain orthodontic meetings and courses.

### Orthodontics Certificate and Master of Science in Dentistry Program

- Program (27-months) - \$190,000 (paid over 7 semesters) for domestic applicants  
\$280,000 (paid over 7 semesters) for international applicants
- Materials - includes a set of orthodontic books determined by the department
  - Computers, digital camera and other orthodontic supplies are provided during the program. All material issued except orthodontic books are to be returned at the end of the program.

### Fellowship Program

- Program (1 year) - \$60,000 (per year)
- Materials - includes a set of orthodontic books determined by the department
  - Computers, digital camera and other orthodontic supplies are provided during the program. All material issued except orthodontic books are to be returned at the end of the program.

## Combined Orthodontics Certificate and Master of Science in Dentistry Program Requirements

### FIRST YEAR CURRICULUM

#### Fall Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 503	Clinical Orthodontics I	4
ORTH 511	Evidence-Based Diagnostic Seminar I	2
ORTH 515	Introduction to Research	3
ORTH 516	Orthodontic Literature Review I	1
ORTH 530	Philosophy & Biomechanics of Orthodontic Mechanotherapy I	3
ORTH 531	Evaluations of the Orthodontic Patient	2
ORTH 532	Biomedical Core I	1
		<b>Subtotal: 16</b>

#### Spring Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 512	Clinical Orthodontics II	4



ORTH 520	Evidence-Based Diagnostic Seminar II	2
ORTH 525	Principles of Research I	2
ORTH 526	Orthodontic Literature Review II	1
ORTH 533	Philosophy & Biomechanics of Orthodontic Mechanotherapy II	1
ORTH 536	Biomedical Core II	1
ORTH 538	Interdisciplinary Orthodontics I	1
		<b>Subtotal: 12</b>

#### Summer Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 522	Clinical Orthodontics III	4
ORTH 523	Evidence-Based Diagnostic Seminar III	2
ORTH 545	Principles of Research II	1
ORTH 546	Orthodontic Literature Review III	1
		<b>Subtotal: 8</b>
		<b>First year total: 36</b>

### SECOND YEAR CURRICULUM

#### Fall Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 623	Special Topics in Orthodontic Practice Management I	1
ORTH 626	Clinical Orthodontics IV	4
ORTH 633	Evidence-Based Diagnostic Seminar IV	2
ORTH 638	Interdisciplinary Orthodontics II	1
ORTH 640	Principles of Research III	1
ORTH 641	Orthodontic Literature Review IV	1
		<b>Subtotal: 10</b>

#### Spring Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 624	Special Topics in Orthodontic Practice Management II	1
ORTH 632	Biomedical Core III	1
ORTH 636	Clinical Orthodontics V	4
ORTH 637	Evidence-Based Diagnostic Seminar V	2
ORTH 639	Interdisciplinary Orthodontics III	1
ORTH 730	Principles of Research IV	1
ORTH 731	Orthodontic Literature Review V	1
		<b>Subtotal: 11</b>

#### Summer Session

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 625	Special Topics in Orthodontic Practice Management III	1
ORTH 643	Clinical Orthodontics VI	4
ORTH 644	Evidence-Based Diagnostic Seminar VI	2
ORTH 740	Principles of Research V	3
		<b>Subtotal: 10</b>
		<b>Second year total: 31</b>

## THIRD YEAR CURRICULUM

### Fall Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 726	Clinical Orthodontics VII	4
ORTH 733	Evidence-Based Diagnostic Seminar VII	2
ORTH 746	Thesis Seminar	3
		<b>Subtotal: 9</b>
		<b>Third year total: 9</b>
		<b>27 Month Total: 76</b>

## Fellowship in Clinical Orthodontic Research Program Requirements

### Fall Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 540	Introduction to Clinical Orthodontics I	3
ORTH 550	Basic Evidence Based Diagnosis and Treatment Planning I	2
ORTH 560	Introduction to Orthodontic Literature and Research I	1
		<b>Subtotal: 6</b>

### Spring Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 542	Introduction to Clinical Orthodontics II	3
ORTH 552	Basic Evidence Based Diagnosis and Treatment Planning II	2
ORTH 562	Introduction to Orthodontic Literature and Research II	1
ORTH 587	Special Topics in Orthodontics	1
		<b>Subtotal: 7</b>

### Summer Semester

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ORTH 544	Introduction to Clinical Orthodontics III	2
ORTH 554	Basic Evidence Based Diagnosis and Treatment Planning III	1
ORTH 564	Introduction to Orthodontic Literature and Research III	1
		<b>Subtotal: 4</b>
		<b>Total: 17</b>

## Dual Degree Programs

Jacksonville University offers the following dual degree programs:

- Master of Business Administration (MBA)/Juris Doctor (JD)
- Master of Science in Nursing (MSN)/Master of Business Administration (MBA)
- Master of Science in Applied Business Analytics (MSABA)/Master of Business Administration (MBA)
- Master of Science in Applied Business Analytics (MSABA)/Master of Science in Organizational Leadership (MSOL)
- Master of Public Policy (MPP)/Juris Doctor (JD)
- Master of Public Policy (MPP)/Master of Business Administration (MBA)
- Master of Public Policy (MPP)/Master of Arts-Science in Marine Science (MA-MS MSC)
- Master of Science in Health Informatics (MSHI)/Master of Business Administration (MBA)
- Master of Science in Sport Management (MSSM)/Master of Business Administration (MBA)

### Master of Business Administration/Juris Doctor

Jacksonville University entered into an agreement with the Florida Coastal School of Law (FCSL) creating an MBA/JD dual degree program. This allows students to obtain both an MBA degree from Jacksonville University and a Juris Doctor (JD) degree from FCSL. Applicants must meet the entrance requirements of both the Davis College of Business and FCSL to be accepted into the program.

Normally the first year will be spent at FCSL with the student taking primarily required JD courses. Course work in subsequent years will be distributed between law and business courses. Students will be required to complete the FLEX or Accelerated MBA requirements of 36 credit hours for a general MBA degree or 39 credit hours for an MBA degree with a concentration, as well as completing any needed foundation courses. However, up to nine (9) of the credit hours required for the MBA will come from JD courses as follows:

- Three (3) credit hours will come from a course in the international law area.
- Three (3) credit hours will come from "Professional Responsibility" or other ethics course.
- Three (3) credit hours will come from any other business-related FCSL course.

The nine (9) credit hours accepted from FCSL must be earned with a grade of at least 2.0 ("C"). These credit hours will show as transfer credits on the student's transcript but will not be included in the JU grade point average computation.

Students will also be required to complete all the requirements in the FCSL Student Handbook to earn the JD degree. Up to nine (9) credit hours for that degree will come from MBA courses. However, the MBA foundation courses will not be permitted to count toward the JD degree.

## Master of Science in Nursing/Master of Business Administration Degree Program

Jacksonville University offers a dual degree program in which qualified students may obtain both a Master of Science in Nursing (MSN) and a Master of Business Administration (MBA) degree. This innovative program allows cross crediting of coursework.

This dual degree program is designed for nurses interested in executive-level management careers. Jacksonville University's program offers broad exposure to advanced-level nursing knowledge in managing and planning health care services. Students enrolled in the dual MSN/MBA degree program complete graduate level core courses in nursing and business. Graduates are awarded a Master of Science in Nursing and a Master in Business Administration. If students complete the MSN requirements prior to the MBA requirements they will be issued a letter indicating the completion of the MSN. The degree is a dual degree and will be conferred at the completion of both programs.

Students who choose the dual MSN/MBA degree program will be required to apply to and be admitted into both the MSN and MBA programs. They will be required to complete 42 credits in the Davis College of Business Graduate Program in addition to the 15 credits of MSN core. Because the MSN curriculum includes graduate courses in Leadership and Information Technology, the MGT 548-Leading People and Organizations, and DSIM 518-Competing through Innovation and Information Technology will not be required of the MSN/MBA students.

The MSN/MBA program requires the following credit hours of Graduate Nursing and Business prerequisite courses before the student may enroll in higher-level MBA coursework:

### Graduate Nursing & Business Prerequisites

<u>Code</u>	<u>Course</u>	<u>Credits</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509*/510*	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
MGT 566	Legal & Ethical Environment of Business	3
MGT 610	Strategic Human Resource Management	3
NUR 551	Advanced Role Practicum (moved from the MSN core)	3

**Subtotal-prerequisite courses: 21**

*\*May substitute two semesters of undergraduate Economics.*

The dual MSN/MBA degree requires the following MBA coursework in addition to the prerequisite courses listed above:

### MBA Courses

<u>Code</u>	<u>Course</u>	<u>Credits</u>
ACCT 522	Financial Acct. for Managerial Control	3
DSIM 535	Quantitative Approaches to Decision-Making	3
DSIM 577	Managing Production and Service Operations	3
ECON 520	Managerial Economics	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MGT 545	Global Corporate Strategy and Policy	3

MKG 540	Strategic Marketing in a Digital Economy	3
	<b>Subtotal – MBA courses:</b>	<b>24</b>
	<b>Subtotal - MSN Core:</b>	<b>15</b>

**Total credit hours for dual MSN/MBA degree program: 60**

## Master of Science in Applied Business Analytics/Master of Business Administration

Jacksonville University offers a dual degree program in which qualified students may obtain both a Master of Science in Applied Business Analytics (MSABA) and a Master of Business Administration (MBA) degree. This innovative program allows cross crediting of coursework.

This dual degree program is designed for managers and executive-level management careers that want to apply business analytic skills to decision making. Jacksonville University’s program offers broad exposure to advanced-level analytical skills and core business knowledge. Students enrolled in the MSABA/MBA dual degree program complete graduate level core courses in business and all the required analytical courses. Graduates are awarded a Master of Science in Applied Business Analytics and a Master in Business Administration. The degree is a dual degree and will be conferred at the completion of both programs.

Students who choose the MSABA/MBA dual degree program will be required to apply to and be admitted into both the MSABA and MBA programs. They will be required to complete 57 credits in the Davis College of Business Graduate Programs in addition any foundation courses required. Because the MSABA curriculum includes core business graduate courses and the MBA has an elective option, the cross crediting of coursework reduces the total courses required by four (4) classes (12 credits) while still including all the analytical skills and the broad knowledge necessary to apply them in the business world.

### Foundation Courses Prerequisites

These courses are required for candidates who do not have a bachelor’s degree in business or who lack basic knowledge in the following disciplines:

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509/510	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
	<b>Total:</b>	<b>12</b>

### (MSABA) Applied Business Analytics Requirements

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 602	Introduction to Applied Business Analytics	3
DSIM 603	Applied Statistical Modeling and Analysis	3
DSIM 604	Applied Data Visualization and Analysis	3
DSIM 605	Applied Data Management	3
DSIM 606	Data Mining and Predictive Analytics	3
DSIM 607	Management of Analytical Projects	3

DSIM 608	Applied Managerial Analytics (Capstone)	3
		<b>Subtotal: 21</b>

**MBA Requirements**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 522	Accounting for Managerial Control	3
DSIM 518	Competing through Innovation & Information Technology	3
DSIM 535	Quantitative Methods for Decision-Making	3
DSIM 577	Managing Production and Service Operations	3
ECON 520	Economics of High Performance	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MGT 566	The Legal & Ethical Environment of Business	3
MKG 540	Strategic Marketing in a Digital Economy	3
		<b>Subtotal: 33</b>

**Required Business Elective**

Choose one (1) three credit hour course from Accounting (ACCT), Decision Science and Information Management (DSIM), Finance (FIN), Management (MGT), or Marketing (MKG). This elective is designed to expand the application of analytical techniques in a business scenario that advances the student’s career goals.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XXX xxx	Business Elective	3
		<b>Subtotal: 3</b>
		<b>Total: 57</b>

**Master of Science in Applied Business Analytics/Master of Science in Organizational Leadership**

Jacksonville University offers a dual degree program in which qualified students may obtain a Master of Science in Applied Business Analytics (MSABA) and a Master of Science in Organizational Leadership (MSOL) degree. This innovative program allows cross crediting of coursework.

This dual degree program is designed for leaders in a wide variety of organizations and management-level careers that want to apply business analytic skills to leadership activities. Jacksonville University’s program offers broad exposure to advanced-level analytical skills and core business leadership knowledge. Students enrolled in the dual MSABA/MSOL degree program complete graduate level core courses in the MSOL and all the required analytical courses in the MSABA. Graduates are awarded a Master of Science in Applied Business Analytics and a Master of Science in Organizational Leadership. The degree is a dual degree and will be conferred at the completion of both programs.

Students who choose the dual MSABA/MSOL degree program will be required to apply to and be admitted into both the MSABA and MSOL programs. They will be required to complete 54 credits in the Davis College of Business Graduate Programs in addition any foundation courses required. Because the MSABA curriculum includes core business graduate courses and the MSOL has some courses that

crossover, the cross crediting of coursework reduces the total courses required by three (3) classes (9 credits) while still including all the analytical skills and the leadership knowledge necessary in a broad range of organizations.

**Foundation Course Prerequisite**

This course is required for candidates who do not have two semesters of undergraduate economics.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 509*/510*	Essentials/Fundamentals of Economics	3

**(MSABA) Applied Business Analytics Requirements**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 602	Introduction to Applied Business Analytics	3
DSIM 603	Applied Statistical Modeling and Analysis	3
DSIM 604	Applied Data Visualization and Analysis	3
DSIM 605	Applied Data Management	3
DSIM 606	Data Mining and Predictive Analytics	3
DSIM 607	Project Management	3
DSIM 608	Applied Managerial Analytics (Capstone)	3
		<b>Subtotal: 21</b>

**(MSOL) Organizational Leadership Requirements**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509**	Essentials of Accounting	3
DSIM 509**	Essentials of Quantitative Methods	3
FIN 509**	Essentials of Finance	3
DSIM 518	Competing Through Innovation & Information Technology	3
DSIM 577	Managing Production and Service Operations	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MGT 566	The Legal & Ethical Environment of Business	3
MGT 610	Strategic Human Resource Management	3
MGT 630	Teamwork and Organizational Change	3
		<b>Subtotal: 30</b>

**Required Business Elective**

Choose one (1) three credit hour course from Accounting (ACCT), Decision Science and Information Management (DSIM), Finance (FIN), Management (MGT), or Marketing (MKG). This elective is designed to expand the application of analytical techniques in a business scenario that advances the student’s career goals.

<u>Code</u>	<u>Course</u>	<u>Credit</u>
XXX xxx	Business Elective	3
		<b>Subtotal: 3</b>
		<b>Total: 54</b>

\*May substitute two semesters of undergraduate Economics.

\*\*May take higher level discipline course as a substitute.

## Master of Public Policy/Juris Doctor

The JU Public Policy Institute (JU PPI), in cooperation with the Florida Coastal School of Law (FCSL), offers an MPP-JD dual degree program. In this program, students receive both an MPP degree and JD degree in a year less than if the degrees were pursued separately.

The JU PPI/FCSL MPP-JD dual degree program is a four year program. If pursued separately, both degrees would take five years to complete. In year one, students will complete the entire first year curriculum in either the JU MPP program or the FCSL JD program. In year two, the other school's first year curriculum will be completed. In years three and four, students will take a mix of law and policy courses.

JU PPI will recognize 12 credits of JD coursework towards the MPP degree, and FCSL will recognize 12 credits of MPP coursework towards the JD degree. The total coursework consists of 114 credit hours. Public policy coursework will constitute 36 credit hours, including an internship (two credit hours). The MPP internship requirement must be met prior to the fourth year of the Dual Degree program and can be met through: (1) a MPP internship, (2) qualifying clerkship, (3) qualifying professional experience, or (4) on written request and upon written approval by the JU PPI Director, substitution of an approved PPOL elective. JD coursework consists of 78 credit hours, to be completed as prescribed by the law school. The law school courses include two courses that provide a framework for policy making: Administrative Law and Statutory Interpretation and Legislative Process.

Applicants to the MPP-JD program will be required to meet the entrance requirements for both JU PPI and FCSL and to be accepted into each institution. Additionally, a dual degree enrollment form, approved by each school, will be required. To be accepted to FCSL, students must take the LSAT exam. JU will recognize the LSAT score and will not require the GME or GMAT for acceptance to the JD-MPP program. Admission to one program will not guarantee that the applicant will be admitted to the other. Applications will be welcomed from students with baccalaureate degrees in any field.

Students may apply for acceptance into the dual degree program prior to enrolling in the JD or MPP programs or at any time during their first year in the JD program or the MPP program. Students wishing to apply for the MPP-JD dual degree program after that time must apply for and be granted a waiver by both FCSL and JU PPI. The dual degree program is not available to those students who have already earned a JD or MPP degree.

The actual grades earned in the 12 credits taken at FCSL towards the MPP degree will not be factored into the student's JU PPI grade point average. As long as the student earns the grade of "C" or better in the JD courses, these transfer courses and credits will be noted on the student's JU PPI transcript with the grade of "Transfer." The reverse is true for the 12 credits earned at JU PPI towards the JD degree. The actual grades earned in the 12 credits taken at the JU PPI towards the JD degree will not be factored in the student's FCSL grade point average. As long as the student earns the grade of "C" or better in the PPI courses, these transfer courses and credits will be noted on the student's FCSL transcript with the notation "T" plus the grade earned in the at courses at JU PPI, e.g. TB+ or TA-.

Students will be required to complete the requirements to earn the JD degree no later than six years of enrollment at FCSL. All MPP courses must be completed in six years after starting the JU MPP courses.



The policies of each school govern when the student is taking courses at that institution. Additionally, students will pay tuition to FCSL for the credits taken at the law school to earn the JD degree, and the students will pay JU for the MPP courses.

Students attending JU PPI in year one will have the following course of study:

**First Year: 24 MPP credits**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 501	Microeconomics for Public Policy	3
PPOL 502	Public Finance	3
PPOL 511	Public Institutions, Process and Public Policy	3
PPOL 512	Ethics and Public Policy	3
PPOL 513	Law and Public Policy	3
PPOL 521	Statistics and Research Methods in Public Policy	3
PPOL 531	Quantitative Method and Analysis	2
or PPOL 535/DSIM 535	Quantitative Approaches to Decision Making	(3)
PPOL 550	Leading Organizations	2
PPOL 590	JU PPI Internship	2

**Second Year: 30 JD credits**

**Third Year: 24 JD credits and 6 MPP credits**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 541	Public Policy Analysis	3
PPOL 610/MGT 610	Strategic Human Resource Management	3
or PPOL 611/MGT 620	Responsible Leadership	
or PPOL 612/MGT 630	Teamwork and Organizational Change	

**Fourth year: 24 JD credits and 6 MPP credits**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 695	Capstone Project: Client Policy Project I	3
and PPOL 696	Capstone Project: Client Policy Project II	3
<b>OR</b>		
PPOL 697	Capstone Project: Policy Research Project I	3
and PPOL 698	Capstone Project: Policy Research Project II	3

**Master in Public Policy/Master of Business Administration**

The JU Public Policy Institute (JU PPI), in cooperation with the Davis College of Business, offers an MPP-MBA dual degree program. In this program, students receive both an MPP degree and MBA degree in a year less than if the degrees were pursued separately.

The JU MPP-MBA dual degree program is a three year program with year one in either the JU MPP program or JU MBA program. In year one, students will take first year MPP courses or first year MBA

courses. In year two, courses will be taken in the other program. Year three will have mixed policy and business courses. If pursued separately, the two degrees would take four years to complete.

The total coursework consists of 67 credit hours. Public policy coursework constitutes 37 credit hours, including an internship (two credit hours). The MPP internship requirement must be met prior to the third year of the Dual Degree program and can be met through: (1) a MPP internship, (2) qualifying clerkship, (3) professional experience, or (4) on written request and upon written approval by the JU PPI Director, substitution of an approved PPOL elective. MBA coursework consists of 30 credit hours, to be completed as prescribed by the business school.

Students undertaking the JU MPP program in year one will have the following course of study:

**First Year: 3 MBA credits and 22 MPP credits**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 501	Microeconomics for Public Policy	3
PPOL 502	Public Finance	3
PPOL 511	Public Institutions, Process and Public Policy	3
PPOL 512	Ethics and Public Policy (transferable for MBA credit and in lieu of MGT 566:Legal and Ethical Environment of Business)	3
PPOL 513	Law and Public Policy	3
PPOL 521	Statistics and Research Methods in Public Policy	3
PPOL 531	Quantitative Methods and Analysis (transferable for MBA credit)	2
or PPOL 535/DSIM 535	Quantitative Approaches to Decision Making (transferable for MBA credit)	(3)
MGT 548	Leading People and Organizations	3
PPOL 590	JU PPI Internship	2

**Second Year: 18 MBA credits and 3 MPP credits**

**Fall Semester:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ACCT 509	Foundations of Accounting (foundation course; may be waived)	(3)
FIN 509	Foundations of Finance (foundation course; may be waived)	(3)
ACCT 522	Accounting for Managerial Control	3
DSIM 518	Competing through Innovation and Technology	3
PPOL LAWB	Law School Policy or Business course	3

**Spring Semester:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
ECON 520	Economics of High Performance	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MKG 540	Strategic Marketing in a Digital Economy	3
PPOL LAWB	Law School Policy (taken at FCSL) or Business course (schedule course if not taken in Fall semester)	(3)

**NOTE:** ACCT 509 and FIN 509 do not count in the 18 MBA credits

**Third Year: 12 MPP credits and 9 MBA credits**

**Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 541	Public Policy Analysis	3
PPOL 695	Capstone Project: Client Policy Project I	3
or PPOL 697	Capstone Project: Research Policy Thesis I	
PPOL/MGT xxx	Choose one (1) management course from the following cross listed courses: PPOL 610/MGT 610, PPOL 611/MGT 620 or PPOL 612/MGT 630	3
Elective xxx	MBA Elective course (transferable for MPP credit)	3
or PPOL LAWB	Law School Policy (taken at FCSL) or Business course (schedule course if not taken in Year 2)	

**Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
DSIM 577	Management Production and Service Operations	3
MGT 553	Global Corporate Strategy I	2
MGT 554	Global Corporate Strategy II	2
PPOL 696	Capstone Project: Client Policy Project II	3
or PPOL 698	Capstone Project: Research Policy Thesis II	
Elective xxx	MBA Elective course (transferable for MPP credit)	(3)
or PPOL LAWB	Law School Policy (taken at FCSL) or Business course (schedule course if not taken in Year 2)	

**Summary:**

- JU MPP Program: 37 MPP credits and 9 MPP transfer credits from MBA curriculum. Total of 46 MPP credits.
- JU MBA Program: 30 MBA credits and 7 MBA transfer credits from MPP curriculum. Total of 37 MBA credits.

**Master in Public Policy/Marine Science (Master of Arts or Master of Science)**

The JU Public Policy Institute (JU PPI), in cooperation with the Marine Science Research Institute (MSRI), offers an MPP-MA/MS in MSC dual degree program. In this program, students receive both an MPP degree and MA or MS degree in Marine Science in a year less than if the degrees were pursued separately.

The JU MPP-Marine Science dual degree program is a three year program with year one in either the JU MPP program or JU Marine Science program. In year one, students will take first year MPP courses or first year Marine Science courses. In year two, courses will be taken in the other program. Year three will have mixed policy and marine science courses. If pursued separately, the two degrees would take four years to complete.

The dual degree program coursework consists of 63 total credit hours. The MPP program consists of 39 credit hours, including an internship (two credit MPP internship requirement can be met through an

MPP internship, qualifying clerkship, or qualifying work or professional experience; it must be completed prior to the third year) and a Capstone Project. The MPP program will recognize nine transfer credits from the Marine Science Program, for a total of 48 MPP credits.

The Marine Science program consists of 24 credit hours. The Marine Science program will recognize six transfer credits from the MPP Program, including three credits from PPOL LAWE, a policy or environmental course at the Florida Coastal School of Law, for a total of 30 Marine Science credits.

Students undertaking the JU MPP program in year one will have the following course of study:

**First Year: 24 MPP credits:**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 501	Microeconomics for Public Policy	3
PPOL 502	Public Finance	3
PPOL 511	Public Institutions, Process and Public Policy	3
PPOL 512	Ethics and Public Policy	3
PPOL 513	Law and Public Policy	3
PPOL 521	Statistics and Research Methods in Public Policy	3
PPOL 531	Quantitative Method and Analysis	2
or PPOL 535/DSIM 535	Quantitative Approaches to Decision Making	(3)
PPOL 550	Leading Organizations	2
PPOL 590	JU PPI Internship (summer internship)	2

**Second Year: 18 Marine Science credits**

**Third Year: 15 MPP credits and 6 Marine Science credits**

**Fall Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 541	Public Policy Analysis	3
PPOL 695	Capstone Project: Client Policy Project I	3
or PPOL 697	Capstone Project: Research Policy Thesis I	
PPOL/MGT xxx	Choose one (1) management course from the following cross listed courses: PPOL 610/MGT 610, PPOL 611/MGT 620 or PPOL 612/MGT 630	3
MSC xxx MSC	Elective course (transferable for MPP credit)	3
or PPOL LAWE	Law School Policy or Environmental course (taken at FCSL in fall or spring semester; transferable for Marine Science credit)	

**Spring Semester**

<u>Code</u>	<u>Course</u>	<u>Credit</u>
PPOL 696	Project: Client Policy Project II	3
or PPOL 698	Capstone Project: Research Policy Thesis II	
PPOL LAWE	Law School Policy or Environmental course (taken at FCSL in fall or spring semester; transferable for Marine Science credit)	3
MSC xxx	Six to nine credit hours of Marine Science Elective courses (transferable for MPP credit)	6-9

### Summary:

- **JU MPP Program:** 39 MPP credits and 9 transfer credits from the Marine Science curriculum. Transferable elective credits include MSC 501: Advanced Marine Ecology, MSC 520: Estuarine and Coastal Ecology, MSC 610: Ocean and Coastal Environmental Law, MSC 640: Ecology of the St. Johns River, and MSC 680: Contemporary Issues in Marine Science.  
**Total of 48 MPP credits.**
- **JU Marine Science Program:** 24 credits MSC credits and 6 transfer credits from the MPP curriculum. Transfer credits include PPL LAWE - Law School policy or environmental course and POL 512: Ethics and Public Policy.  
**Total of 30 Marine Science credits.**

## Master of Science in Health Informatics/Master of Business Administration

Jacksonville University offers a dual degree program in which qualified students may obtain both a Master of Science in Health Informatics (MSHI) and a Master of Business Administration (MBA) degree. This innovative program allows cross crediting of coursework.

This dual degree program is designed for health care professionals and people in management level careers that want to apply health informatics skills and business knowledge in a health care setting. Jacksonville University's program offers broad exposure to advanced-level health care applied analytical skills and core business knowledge. Students enrolled in the MSHI/MBA dual degree program complete graduate level core courses in business and the required analytical courses. Graduates are awarded a Master of Science in Health Informatics and a Master in Business Administration. The degree is a dual degree and will be conferred at the completion of both programs.

Students who choose the MSHI/MBA dual degree program will be required to apply to and be admitted into both the MSHI and MBA programs. They will be required to complete 30 credits in the Brooks Rehabilitation College of Healthcare Sciences and 27 credits in the Davis College of Business Graduate Programs in addition any foundation courses required. Because the MSHI curriculum includes crossover graduate courses and the MBA has an elective option, the cross crediting of coursework reduces the total courses required by four (4) classes (12 credits) while still including all the health care informatics skills and the broad knowledge necessary in the business world.

### Foundation Courses Prerequisites

These courses are required for candidates who do not have a bachelor's degree in business or who lack basic knowledge in the following disciplines.

<u>Code</u>	<u>Course</u>	<u>Credits</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509*/510*	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
		<b>Total: 12</b>

*\*May substitute two semesters of undergraduate Economics.*

### MSHI Program Co-requisites:

Students who do not have a medical background will be required to take a two-credit hour MSHI 201 Medical Terminology and Healthcare Essential prior to completing their third course in the program.

**MSHI-Health Informatics Requirements**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
MSHI 500	Advanced Health Informatics I	3
MSHI 501	Advanced Coding and Classification	3
MSHI 503	Advanced Cybersecurity	3
MSHI 504	Advanced Systems Analysis	3
MSHI 505	Advanced Health Informatics II	3
MSHI 506	Advanced Healthcare Database Management	3
MSHI 524	Epidemiology and Evidenced-Based Health	3
MSHI 525	Key Standards in the Health Care Industry	3
MSHI 526	Legal and Social Issues in Health Informatics	3
		<b>Subtotal: 27</b>

**MBA Requirements**

<u>Code</u>	<u>Course</u>	<u>Credits</u>
ACCT 522	Accounting for Managerial Control	3
DSIM 535	Quantitative methods for Decision-Making	3
DSIM 577	Managing Production and Service Operations	3
ECON 520	Economics of High Performance	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MKG 540	Strategic Marketing in a Digital Economy	3
		<b>Subtotal: 27</b>

**MSHI Capstone requirement:**

MSHI 527	Research Work Project Experience
<b>OR</b>	
MSHI 590	Internship I

**Subtotal: 3**  
**Total: 57**

**Master of Science in Sport Management/Master of Business Administration**

Jacksonville University offers a dual degree program in which qualified students may obtain both a Master of Science in Sport Management (MSSM) and a Master of Business Administration (MBA) degree. This innovative program allows cross crediting of coursework.

This dual degree program is designed for sport management professionals and people in management-level careers that want to work in the sports industry and have the broad knowledge of an MBA. Jacksonville University's program offers broad exposure to advanced-level sports focused skills and core business knowledge. Students enrolled in the MSSM/MBA dual degree program complete graduate level core courses in business and the required sports management courses. Graduates are awarded a Master of Science in Sport Management and a Master of Business Administration. The degree is a dual degree and will be conferred at the completion of both programs.

Students who choose the MSSM/MBA dual degree program will be required to apply to and be admitted into both the MSSM and MBA programs. They will be required to complete 24 credits in the Brooks Rehabilitation College of Healthcare Sciences and 30 credits in the Davis College of Business Graduate Programs in addition any foundation courses required. Because the MSSM curriculum includes crossover graduate courses and the MBA has an elective option, the cross crediting of coursework reduces the total courses required by four (4) classes (12 credits) while still including all the sport management specialized skills and the broad knowledge necessary in the business world.

### Foundation Courses Prerequisites

These courses are required for candidates who do not have a bachelor's degree in business or who lack basic knowledge in the following disciplines.

<u>Code</u>	<u>Course</u>	<u>Credits</u>
ACCT 509/510	Essentials/Fundamentals of Accounting	3
DSIM 509/510	Essentials/Fundamentals of Quantitative Methods	3
ECON 509/510	Essentials/Fundamentals of Economics	3
FIN 509/510	Essentials/Fundamentals of Finance	3
		<b>Total: 12</b>

### Sport Management Requirements

<u>Code</u>	<u>Course</u>	<u>Credits</u>
SPT 503	Marketing Analysis	3
SPT 510	Sport Revenue Strategy	3
SPT 520	Sport Law & Ethics	3
SPT 530	Sport Economic & Financial Analysis	3
SPT 540	Sport Sponsorship	3
SPT 550	Sport Analytics	3
SPT 560	Sport Event & Facility Management	3
SPT 570	Sport Management Capstone	3
		<b>Subtotal: 24</b>

### MBA Requirements

<u>Code</u>	<u>Course</u>	<u>Credits</u>
ACCT 522	Accounting for Managerial Control	3
DSIM 518	Competing Through Innovation & Information	3
DSIM 535	Quantitative Methods for Decision-Making	3
DSIM 577	Managing Production and Service Operations	3
ECON 520	Economics of High Performance	3
FIN 534	Optimizing Financial Performance	3
INB 555	Competing in the Global Economy	3
MGT 545	Global Corporate Strategy and Policy	3
MGT 548	Leading People and Organizations	3
MKG 540	Strategic Marketing in a Digital Economy	3
		<b>Subtotal: 30</b>

### Required Elective

Choose one (1) three-credit hour course from Sports Management (SPT), Management (MGT),

Finance (FIN), Marketing (MKG), Accounting, or Decision Science and/or Information Management (DSIM). This elective is designed to expand the application of sports knowledge in a business scenario that advances the students career goals.

XXX xxx

Business Elective

**Subtotal: 3**

**Total: 57**



## COURSE DESCRIPTIONS – Undergraduate and Graduate

The Jacksonville University catalog lists all academic courses alphabetically by discipline, then numerically within each discipline, with complete descriptions including credit hours, terms offered, contact hours per week, and required prerequisites. Example:

### **ACCT 202. Principles of Accounting II (3; F/S)**

Three hours per week. Prerequisite: ACCT 201 and MATH 112 or MATH 140 with a "C" or better in the Mathematics course. A "C" or better must be earned in ACCT 201 and in ACCT 202 as a prerequisite for all upper-level accounting courses except ACCT 310. In addition, a "C" (2.0) or better is required in order to use this course as part of the core requirement for any business major. A continuation of ACCT 201. Topics covered include accounting for long-term liabilities, stockholders equity, the cash flow statement, job order costing systems, cost behavior analysis, cost-volume-profit analysis, budgeting, standard costs, differential analysis and variable costing. A spreadsheet project must be satisfactorily completed to pass this course.

**ACCT** = Accounting discipline

**202** = sophomore level (see "Course Level Designations" section below)

**Principles of Accounting II** = course title

**3** = three hours credit

**F/S** = offered fall and spring terms

A remedial class does not earn college credit when successfully completed and is designated with an "N" at the end of its course number, i.e. ENGL 100N. Courses that earn college credit, but do not fulfill the core requirement in the area, have a statement in the course description, i.e. MATH 100.

Courses offered in a given semester are indicated, using the following codes:

- F** = fall semester
- S** = spring semester
- F/S** = fall and spring semester
- EVEN** or **ODD** = May be listed after F or S to indicate a specific fall or spring semester.

Courses listed with no semester code may be those courses usually, but not always, offered in fall and/or spring semesters, or may be those courses offered on an occasional or infrequent basis as dictated by the resources of the individual departments.

Courses offered in summer generally include those that will satisfy the University Core Curriculum requirements, specific undergraduate and graduate major or program cohort courses, various study abroad courses, and elective courses.

Courses shown in brackets refer to prior course codes that have been changed; e.g. MGT 350 is now DSIM 350.

### **Course Level Designations\***

Courses numbered 100 - 299 are considered lower division courses (i.e., should be taken in freshman and sophomore years). Courses numbered 300 - 499 are considered upper division courses, typically

taken by juniors and seniors, or advanced sophomores who have the required prerequisites. Courses numbered 500 and above are graduate courses.

### **Lower-Division Courses (100-299)**

Lower-division courses are courses which are offered at the 100- and 200- levels and have the following characteristics:

- Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.
- Lower-division courses usually are not limited to students majoring in the field in which the courses are offered.
- Any lower-division course, assuming qualified staff and other resources are available, could be offered through a community college.
- 100-level courses should be suitable for college freshmen.
- 200-level courses are directed toward college sophomores, though they are open to qualified freshmen.

### **Upper-Division Courses (300-499)**

Upper-division courses are courses which are offered at the 300- and 400-levels, and which require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of the recommended background which will describe to both students and advisors what is expected. Recommended background can be indicated in several ways, among them:

- Specifying particular University courses (or their equivalents) as required prerequisites which should have been completed prior to enrollment.
- Specifying a certain number of credits in specified areas which should have been completed prior to enrollment.
- Specifying the level of academic progress (such as junior or senior standing) or specifying a certain number of total college credits which should have been completed prior to enrollment.

### **Graduate-Level Courses (500-799)**

Specific standards for graduate-level courses are established by individual graduate programs. See the relevant graduate student handbook for more information.

*\* Note: The previous description has been adapted with permission from the course levels policy statement developed by the University of Washington.  
(<http://depts.washington.edu/registra/curriculum/assigningCourseNumbers.php>)*

## Accounting Courses

### **ACCT 100. Introduction to Accounting (3)**

Three hours per week. ACCT 100 cannot be taken for academic credit after academic credit has been received for ACCT 201 and ACCT 202. An introductory financial accounting course in the use, interpretation, and analysis of published financial statements as used by management, creditors, investors and government agencies.

### **ACCT 201. Principles of Accounting I (3; F/S)**

Three hours per week. A "C" or better must be earned in ACCT 201 and in ACCT 202 as a prerequisite for all upper-level accounting courses except ACCT 310. In addition, a "C" (2.0) or better is required in order to use this course as part of the core requirement for any business major. An introduction to the use of accounting information and to the language of business as found in reports and financial statements as a basis for measuring performances and making business decisions. Topics covered include accounting for receivables, inventories, long-term assets, and stockholders' equity.

### **ACCT 202. Principles of Accounting II (3; F/S)**

Three hours per week. Prerequisite: ACCT 201 and MATH 112 or MATH 140 with a "C" or better in the Mathematics course. A "C" or better must be earned in ACCT 201 and in ACCT 202 as a prerequisite for all upper-level accounting courses except ACCT 310. In addition, a "C" (2.0) or better is required in order to use this course as part of the core requirement for any business major. Managerial accounting topics include job order costing systems, cost behavior analysis, cost-volume-profit analysis, budgeting, standard costs, differential analysis and variable costing. A spreadsheet project must be satisfactorily completed to pass this course.

### **ACCT 305/FIN 305. Financial Statement Analysis (3; F)**

Cross-listed with FIN 305. Three hours per week. Prerequisite: FIN 301. This course is an in-depth analysis of financial statements and the accounting principles that underlie their preparation. Topics include the process of income determination, liability recognition and asset valuation, along with financial ratio analysis and pro-forma financial statement preparation. Case analysis approach is used in addition to readings and problems. This course assumes a good background in financial accounting and in the principles of finance. Credit cannot be awarded for both ACCT 305 and FIN 305.

### **ACCT 310. Managerial Accounting I (3;S)**

Three hours per week. Prerequisite: ACCT 202. A study of the managerial uses of accounting data. Topics include cost behavioral patterns, budgets and short-term profit planning tools, decentralized control reporting, pricing and relevant costs, capital budgeting, and microcomputer applications. Students majoring in accounting cannot take this course for academic credit.

### **ACCT 311. Intermediate Accounting I (3; F)**

Three hours per week. Prerequisite: A "C" or better in ACCT 201. A detailed, intensive study of generally accepted accounting principles (GAAP) that relate to financial statement preparation, including analysis of cash, receivables, inventories, plant assets, intangible assets and current liabilities.

### **ACCT 312. Intermediate Accounting II (3; S)**

Three hours per week. Prerequisite: ACCT 311 with a "C" or better. A continuation of ACCT 311, including problems that relate to long-term liabilities, owners equity, investments, taxes, pensions, leases and the statement of cash flows.

**ACCT 314. Cost-Based Decision Making (3; S)**

Three hours per week. Prerequisite: A "C" or better in ACCT 201 and ACCT 202. A study of cost accounting as a quantitative device for aiding management through analysis of cost behavior, cost-volume-profit relationships, standards costs and budgets.

**ACCT 315. Managerial & Cost Analysis (3)**

Three hours per week. Prerequisites: ACCT 314 or ACCT 310. A detailed study of managerial accounting. Topics include budgets and short-term profit planning tools, pricing and relevant costs, and capital budgeting techniques.

**ACCT 317. Fund Accounting (3)**

Three hours per week. Prerequisite: ACCT 312. Budgetary and fund accounting as applied in various types of not-for-profit organizations.

**ACCT 341. Federal Taxation I (3; F)**

Three hours per week. Prerequisite: A "C" or better in ACCT 201 and ACCT 202. Methods of computing taxable income and preparation of returns for individuals as provided by federal law.

**ACCT 342. Federal Taxation II (3)**

Three hours per week. Prerequisite: ACCT 341. Methods and computations in the preparation of tax returns for corporations, partnerships, estates and trusts.

**ACCT 350. Financial Reporting & Analysis (3)**

Three hours per week. Prerequisite: ECON 201. This course can only be taken by students in the Accelerated Degree Program who are seeking a BS in Business Development and Leadership. In this course students will gain an understanding of how a firm's primary financial statements are prepared and analyzed. Students will learn how earnings are calculated and how assets, liabilities and owner's equity are valued. This course will also cover how accounting information is used by management for decision making. These managerial topics include the determination of product costs, budgeting and incentive structures.

**ACCT 370. Accounting Information Systems (3, S)**

Three hours per week. Prerequisite: A "C" or better in ACCT 201 and ACCT 202. The purpose of this course is to explore the relationship among accounting, data, and technology as they combine to form accounting information. The course is not designed to focus on computer hardware issues, nor is it intended to explore the complexities of intermediate accounting. Yet a working knowledge of the principles of accounting is required. This course will examine the role that accounting information plays in the organizational decision making process. For Accounting majors only; will not substitute for DSIM 370 in other DCOB majors.

**ACCT 450. Advanced Accounting I (3; F)**

Three hours per week. Prerequisite: ACCT 311 with a "C" or better. Advanced financial accounting problems that relate to full disclosures, segment and interim reporting, branches and segments, foreign currency, partnerships and an overview of governmental and not-for-profit accounting.

**ACCT 451. Advanced Accounting II (3)**

Three hours per week. Prerequisite: ACCT 311. Continuation of ACCT 450. Emphasizing problems that relate to business combinations, consolidation and mergers.

**ACCT 453. Auditing (3; F)**

Three hours per week. Prerequisite: ACCT 311 with a "C" or better. The objectives, procedures, and methods of public auditing, working papers, verification of accounts, auditor's certificates, reports and ethical standards.

**ACCT 480. Special Topics in Accounting (3)**

Three hours per week. Prerequisites: ACCT 312 and consent of instructor. May repeat the course one time, maximum credit of six hours, so long as the topic is different. A study of selected topics of major interest in accounting not covered in other course offerings. The topics for the semester will be indicated in advance.

**ACCT 490. Internship in Accounting (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**ACCT 509. Essentials of Accounting (3; F/S)**

Designed specifically for graduate program students needing an accounting prerequisite for graduate course work, this is an accelerated, 8-week graduate program foundation course in financial accounting covering the preparation and understanding of a firm's financial statements, including how earnings are calculated; how assets, liabilities and stockholder's equity are valued; and how accrual basis relates to the cash basis of accounting.

**ACCT 510. Fundamentals of Accounting (3; F/S)**

Designed specifically for students needing an accounting prerequisite for graduate course work, this is an accelerated, 8-week foundation course in financial accounting covering the preparation and understanding of a firm's financial statements, including how earnings are calculated; how assets, liabilities and stockholder's equity are valued; and how accrual basis relates to the cash basis of accounting. Offered on a Pass/Fail basis only.

**ACCT 515. Assessing Financial Performance (3)**

Offered in the Executive MBA Program only. The primary function of financial accounting is the reporting of financial information to external stakeholders of the firm such as stockholders, bondholders and bankers. In this course focus is placed on the collection, organization and analysis of financial accounting information. Included are the preparation and analysis of financial statements such as the income statement, balance sheet and the statement of cash flows.

**ACCT 516. Managerial Accounting for Executives (2)**

Offered in the Executive MBA Program only. In this course students develop the financial information necessary for a company's internal users. Students will become grounded in the concepts and use of managerial accounting for planning, controlling and decision making. Included is the design of Excel models for the analysis of cost and profit structures, break-even analysis, modeling of activity based costs, make or buy decisions and the impact of performance metrics on decision making.

**ACCT 522. Accounting for Managerial Control (3)**

Students gain an understanding of management accounting and the use of financial information by managers to make strategic, organizational, and operational decisions. Focus is on the development and analysis of financial information for making relevant decisions, including the design of models and frameworks for the analysis of cost structures, break-even scenarios, make or buy decisions, and performance measurement designed to assure high performance.

**ACCT 587. Special Topics in Accounting (var. 1-3)**

A study of selected topics of major interest in Accounting not covered in other course offerings. May be taken for credit more than once, if different topic.

**ACCT 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**ACCT 592. Independent Studies in Accounting (var. 1-3, max. 3)**

A study of related Accounting topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring a project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying the degree requirements.

**ACCT 620. Advanced Managerial Accounting (3)**

Prerequisites: ACCT 522 or permission of the Accounting and Finance Chair. In this course the focus is on the development of financial information necessary for decision making. Topics include budget analysis, profit planning tools, performance measurement, pricing and relevant costs, capital budgeting and strategic management. Undergraduate students will be able to take this course with the permission of the Accounting and Finance Chair.

**ACCT 630. Advanced Tax Accounting (3)**

Prerequisites: ACCT 522 or permission of the Accounting and Finance Chair. In this course students will learn the tax methods, computations, and theory necessary for the preparation and analysis of the tax returns of corporations, partnerships, estates and trusts. Undergraduate students will be able to take this course with the permission of the Accounting and Finance Chair.

**ACCT 640/FIN 640. Analyzing Financial Performance (3; S)**

Cross listed with FIN 640. Prerequisite: ACCT 522 and FIN 534, or permission of the Accounting and Finance Chair. Students will critically analyze financial statements with an emphasis on identifying items that may indicate unrecognized value, undisclosed or inadequate disclosure of problems, and aggressive accounting. Classes will primarily use case studies with an emphasis on current events. Students will conduct a detailed company examination and prepare a report using public information such as annual reports, 10-Ks, 10-Qs and other SEC filings. Although not a prerequisite, it is highly recommended that a student have as a background a course in Intermediate Accounting or equivalent work experience. Credit cannot be awarded for both ACCT 640 and FIN 640.

**ACCT 650/FIN 650. Advanced Managerial Accounting & Financial Modeling (3; F)**

Cross listed with FIN 650. Prerequisites: ACCT 522 or permission of the Accounting and Finance Chair. Students will design financial models to facilitate strategic decision-making. The modeling process will allow students to analyze a wide range of financial issues and incorporate the notion of risk in strategic decisions. Major topics include activity based costing, capital project analysis, investment analysis, performance evaluation, product mix decisions and valuation techniques. Credit cannot be awarded for both ACCT 650 and FIN 650.

**ACCT 660/FIN 660. Enterprise Risk Management (3; S)**

Cross listed with FIN 660. Prerequisites: ACCT 522 and FIN 534, or permission of the Accounting and Finance Chair. Students will acquire the concepts and techniques available to corporations, non-profit organizations and other organizations to manage enterprise risks, including risk assumption, prevention, diversification, and transfer via insurance and non-insurance market mechanisms. The costs associated with such risks as product liability, environmental impairments, property losses, work-related injuries, and employee benefits (e.g., pensions, health insurance, etc.) affect the daily management of all organizations. Likewise, a fall in demand for its product, a sudden rise in production or financing costs, or a technological failure or destruction of information, can impair the value of the enterprise. Managers who make decisions without appropriate consideration of risk management issues can jeopardize the long-term survival of their organizations. Credit cannot be awarded for both ACCT 660 and FIN 660.

**ACCT 670. Ethics & Government in Accounting (3)**

This course is designed to help students deal with the ethical implications created in an increasingly complex business world, especially in the field of accounting. It includes methods for analyzing one's own personal values and recognizing organizational governance and environmental forces that influence ethical behavior. Students will recognize ethical issues and engage in effective moral debate in a business setting. A combination of case analyses, research paper, exams and classroom discussion are used.

**ACCT 680/FIN 680. Financial Decision-making (3)**

Cross listed with FIN 680. Prerequisites: ACCT 522 and FIN 534, or permission of the Accounting and Finance Chair. This course will focus on the development of financial information necessary for business decision-making. Topics include financial statement analysis, financial performance metrics, cost-volume-profit and marginal analysis, investment risk and portfolio management, and investment decisions necessary for effective internal managerial accounting. Students will be prepared to successfully pass the Certified Management Accounting (CMA) Part 2 Exam (of the two-part CMA exam) upon completion of the is course. Credit cannot be awarded for both ACCT 680 and FIN 680.

**ACCT 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**ACCT 760. Advanced Managerial Accounting (3)**

In this class students will review financial system basics and various other metrics necessary for an eclectic view of identifying and solving business problems and finding opportunity. In this class students will be introduced to concepts that straddle the accounting/finance/marketing boundary such as feature-set, targeting, and segmentation. The class will move quickly into modeling financial/marketing issues and problem-solving with tools like optimization and simulation. Included will be an introduction to Monte Carlo Simulation using Crystal Ball (Oracle), and VBA for Financial Modeling & Data Analytics.

**ACCT 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**ACCT 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**ACCT 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**ACCT 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**ACCT 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**ACCT 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**ACCT 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**ACCT 800. Special Topics (3)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.



## Art Courses

### **ART 100. 2D Art Foundations (4; F/S)**

Six hours per week. An introductory course required for art majors. Course covers elements of design, color theory and applications, aesthetic theory and art criticism, as they pertain to two-dimensional art. Intensive work in various 2-D art media.

### **ART 101. 3D Art Foundations (4; F/S)**

Six hours per week. An introductory course required for art majors. Course covers the principles and elements of design as they pertain to three-dimensional artwork. Art-historical study of 3-D art and projects in various 3-D art media.

### **ART 107. Drawing I (3; F)**

Four hours per week. An introduction to basic drawing materials, principles of composition, perspective, traditional and contemporary approaches to drawing; and the aesthetics and history of drawing in art. Designed for non-majors as well as art majors.

### **ART 115TI. Visual Media Foundations (3; S)**

Prerequisite: ART 100, or ART 101, or FVA 101, or permission of instructor. An introductory course where students will learn to enhance their personal productivity and problem-solving skills using end-user tools including word processing, spreadsheets, presentation, Internet tools, and digital design software specific for visual arts applications. Students will be introduced to technology for creative, collaborative, and practical uses for artists and designers. Satisfies the University Core Curriculum Technology requirement.

### **ART 176. Special Topics in Studio Art (var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in studio art.

### **ART 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **ART 202. Illustration Methods (4, F)**

Six hours per week. Presentation of various media and techniques and their application to reproduction in the commercial arena. Work with pencil, pen and ink, ink wash, opaque and transparent media, acrylics and collage. Emphasis on relationship between concept and medium.

### **ART 203. Illustration Studio I (4, S)**

Prerequisite: ART 202 or permission of instructor. An introduction to professional illustration. Assignments will acquaint students with a variety of illustration venues, including book, product, and concept art, with a focus on conceptual and narrative thought expressed through effective pictorial composition.

**ART 205. Introduction to Digital Photography (4; F/S)**

Six hours per week. No prerequisite. Introductory course in digital photography with an emphasis on the technical, conceptual and communicative characteristics as it evolves from traditional art. Learning will include lectures, demonstrations, discussions, critiques and laboratory work. Each student is required to have a digital camera with manual and/or icon functions meeting the approval of instructor.

**ART 206. Introduction to Film Photography (4; S)**

Six hours per week. No prerequisite. May be repeated once for credit. Study in film photography with an emphasis on the rudimentary technical, conceptual and communicative characteristics of B&W film photography as it evolves from traditional art. Learning will include lectures, demonstrations, discussions, critiques and laboratory work. Each student is required to have a film camera with manual functions meeting the approval of instructor.

**ART 207. Drawing II (3)**

Four hours per week. Prerequisite: ART 107. Further exploration of contemporary approaches to drawing, stressing the use of mixed materials for greater versatility of expressive ideas.

**ART 209. Figure Drawing I (3; S)**

Four hours per week. An intensive study of human anatomy, from life models, related to developing structural discipline and expressive freedom using a variety of drawing media.

**ART 210. Introduction to Painting (4)**

Six hours per week. Instruction in the techniques of painting media, compositional methods, color and value with emphasis primarily upon traditional and early 20th-century approaches in painting.

**ART 212. Foundations Seminar (2; F/S)**

Three hours per week. Prerequisite: Sophomore classification in art major and successful completion of at least 20 credit hours in the major or permission of instructor. This course is a culmination of Foundations and Introductory level coursework required for all majors within the Division of Visual Arts. It is a pre-professional portfolio seminar course that concludes with a Foundations Review admitting students to advance within the Division's degree programs. Students present proficiency and articulation of art concepts and techniques, and they will be advised on goals set for educational and career objectives.

**ART 218. Introduction to Printmaking (4; F)**

Six hours per week. Introduction to the four major printmaking processes: intaglio, relief, lithography and serigraphy. History and aesthetics of printmaking and the concept of multiple originals.

**ART 223. Glass Art: Blowing I (4; F)**

Six hours per week. Basic introduction of glass as an art form. Study of history, techniques and physical properties of glass. Students will participate in a variety of laboratory and classroom sessions exploring various applications of glass fabrication. Each student must have specific glass equipment.

**ART 230. Introductory Sculpture (4; F)**

Six hours per week. An introduction to basic techniques of three-dimensional construction in a variety of materials. The application of design in three dimensions to sculptural form. The history of sculptural art.

**ART 231. Clay Art: Hand-building (4; F/S)**

Six hours per week. Introductory course in clay with emphasis on basic hand-building techniques (pinch, slab, coil and composite forming), conceptual concerns as they relate to elements of design and

principals of organization, firing, glazing of ceramic clay as related to stoneware with low-fire surface treatments and aesthetic concerns of contemporary clay art. Each student should have clay tools recommended by instructor.

**ART 254. Digital Art (3; F/S)**

Six hours per week. This class serves as an introduction to digital environments and their uses, both as tools and media. The instructor will cover technical operation of hardware and software and industry terminology. The class will cover illustration and digital photography techniques, design for publication, and use of input/output devices.

**ART 255. Typography (3; F)**

Prerequisite: ART 254. Introduces the basic concepts of typography with emphasis on type anatomy, type classification, and structures for readability. In addition to learning best practices in formatting type, students will use type as an expressive graphic element.

**ART 263. Web Design (3; S)**

Prerequisite: ART 254. Students learn how to design functional Web pages. Along with learning HTML, CSS coding and Adobe Dreamweaver, students are familiarized with important topics such as web standards, usability, browser compatibility, accessibility and responsive web design.

**ART 276. Special Topics in Studio Art (var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in studio art.

**ART 303. Studio Photography (4; max. 8)**

Six hours per week. Prerequisite: ART 205, ART 206 or permission of instructor. May be repeated once for credit. The study and practice of studio photography, both artistic and commercial with an emphasis on digital color photography and artificial lighting. A digital SLR camera is highly recommended.

**ART 304. Color Photography (4; max. 8)**

Six hours per week. Prerequisite: ART 205, ART 206 or permission of instructor. May be repeated once for credit. Advanced work in color photography using film and digital media with an emphasis on color theory and color balancing.

**ART 305. Alternative Processes in Photography (4; max. 8)**

Six hours per week. Prerequisite: ART 205, ART 206 or permission of instructor. May be repeated once for credit. Exploration of non-silver and other non-traditional processes such as cyanotype, Van Dyke and other light-sensitive materials.

**ART 306. Photojournalism (4; max. 8)**

Six hours per week. Prerequisite: ART 205, ART 206 or permission of instructor. May be repeated once for credit. The study and practice of photography using the photo-essay method of visual communication. Coverage of historical, legal, ethical and stylistic aspects.

**ART 308. Conceptual Drawing (3)**

Four hours per week. Exploration of drawing techniques and theories via a wide variety of materials and subjects. Emphasis on conceptualization, from creation of idea to execution.

**ART 309. Figure Drawing II (3; S)**

Four hours per week. Prerequisite: ART 209. Continued study of human anatomy, from life models, in a variety of drawing media with the focus on the relationship of the figure to its surroundings.

**ART 310. Intermediate Painting (4)**

Six hours per week. Prerequisite: ART 210. May be repeated for credit as content changes. Continued exploration into painting practice. Emphasis is placed on pursuing individual direction in context of contemporary art & culture.

**ART 312. Fabrication Practicum (1)**

Prerequisites: ART 223 for glass majors; ART 230 for sculpture majors; ART 231 or ART 331 for ceramics majors; or permission of instructor. Students learn technical aspects of design and fabrication for specialty art studio equipment and function. Practical skills will help students understand the management, maintenance, and/or building of professional art studios. Topics in ceramics, glass and sculpture are addressed.

**ART 323. Glass Art: Blowing II (4; F/S)**

Six hours per week. Prerequisite: ART 223 or permission of instructor. May be repeated for credit as content changes. This course will focus on glassblowing skills and aesthetic development and will include graal, incalmo, cane work, and bit applications. Student must have specific personal equipment.

**ART 325. Casting (4; S)**

Six hours per week. This course will cover uses of various materials for both mold-making and casting. Practical techniques and practices useful to casting with variety of materials will be stressed. The course focuses on artistic uses of casting while providing skills equally relevant to casting for other purposes. Specific topics may include casting forms from ceramic slip, glass, plastics, metal, plaster, concrete, or wax, as well as uses of wood, foam, plaster, clay, or silicone in mold-making. Students must have specific personal equipment.

**ART 330. Combining Media (4; S)**

Six hours per week. May be repeated for credit as content changes. A project-oriented studio course which serves to expand student's conception and integration of three-dimensional practices into a cohesive body of work. The course provides an opportunity for students to combine their unique media knowledge and backgrounds with sculptural practices. Students will investigate methods of combining two or more media into unified works. Creative methodology and craftsmanship will be equally considered.

**ART 331. Clay Art: Throwing I (4; F/S)**

Six hours per week. Introductory course in clay with emphasis on basic wheel-thrown techniques (cylinder, vessel form, table ware, and composite forming), conceptual concerns as they relate to use of the potter's wheel, historical and contemporary approaches, firing, and glazing of ceramic clay as related to stoneware with high-fire surface treatments. Each student should have clay tools recommended by the instructor.

**ART 332. Clay Art: Throwing II (4; F/S)**

Six hours per week. Prerequisite: ART 331 or permission of instructor. May be repeated for credit. The study and practice of advanced wheel-throwing techniques, form versus function and aesthetic development. Course will focus on historical and contemporary issues as they relate to scale, functionality and surface aspects of wheel based art. Students should have specific personal equipment.

**ART 334. Surface Materials & Process (4)**

Six hours per week. May be repeated for credit as content changes. A project-oriented course with emphasis on student examination of surface aesthetic and conceptual applications of the ceramic medium. Development of individual concerns and vocabulary of surface will be stressed. Students are responsible for developing clays (colored and additions), texture use and tools, wet surface treatments, bisque surface treatments, glazes, and alternative/post firing treatments. Focus on historical and/or contemporary issues is pursuant to student aesthetic concerns. Students must have specific personal equipment.

**ART 355. Narrative Illustration (4; F)**

Six hours per week. Prerequisites: ART 202 and ART 203 or permission of instructor. A professional approach to creating the children's' book, graphic novel, story board, and other forms of narrative illustration. A variety of media and techniques will be used. Emphasis will be on conceptualization and visual storytelling. Students are required to do research and present a self-illustrated book.

**ART 356. Editorial Illustration (4)**

Six hours per week. Professional approach to contemporary illustration problems. Application of appropriate media choice, including traditional opaque and transparent media, as well as computer-imaging programs.

**ART 357. Concept Art (4, F)**

Prerequisites: ART 202 and ART 203 or permission of instructor. Professional approach to the various areas of visual development. Imagery will be created for the fields of video game, animation, film, fashion, and architecture. Focus on imaginative drawing and painting of character and environment.

**ART 360. Graphic Design (3; S)**

Prerequisite: ART 255. This course covers the application of graphic design with special emphasis on theory, practice and technology. Student projects are developed from concept to comprehensive presentation. Emphasis will be placed on real world application and production.

**ART 361. Graphic Studio (3; F)**

Prerequisite: ART 360. This course is intended to duplicate closely the actual working context of a professional studio environment. Complex student projects are developed from concept to comprehensive presentation. Emphasis will be placed on real world application and production.

**ART 362. Mobile Design (3; F)**

Prerequisite: ART 263. Students will continue to explore front-end web design by learning responsive and mobile site design, WordPress, and using the jQuery Library.

**ART 363. Portfolio: Graphic Design (3; S)**

Prerequisites: ART 263, ART 360, and ART 361. The primary objective of this course is the development of the students' physical and web portfolios. Existing projects are refined and gaps are filled with new projects. Students will also develop their resume, self-promotion materials, job search skills and job interview skills.

**ART 376. Special Topics in Studio Art (var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in studio art.

**ART 407. Advanced Drawing (3)**

Four hours per week. Prerequisite: ART 207. Advanced work in creative and technical aspects of drawing. Emphasis upon exploration of traditional and nontraditional media and ideas.

**ART 410. Advanced Painting (4)**

Six hours per week. Prerequisite: ART 310. May be repeated for credit as content changes. Advanced creative work in acrylic and oil painting techniques and design.

**ART 415. Illustration Studio II (4, S)**

Prerequisites: ART 203 and ART 354 and ART 355. This course is focused on the development of a body of images geared toward a specific area of the illustration marketplace of particular interest to each student.

**ART 417. Illustration Portfolio (4, S)**

Prerequisites: ART 357 and ART 415. Final bridge to the professional illustration world. Students produce a finished portfolio of illustrations; create a website, self-promotional material, and client lists.

Contractual issues, professional business practices, and ethical standards discussed. Guest industry professionals will present firsthand knowledge and experience.

**ART 418. Advanced Printmaking (4)**

Six hours per week. May be repeated for credit as content changes. Advanced work in technical and creative aspects of one or more of the five major processes of printmaking (digital, intaglio, relief, lithography or serigraphy).

**ART 423. Glass Art: Blowing III (4)**

Six hours per week. Prerequisite: ART 323. May be repeated once for credit. Advanced work in technical and creative forming of glass into sculptural forms.

**ART 430. Advanced Sculpture (4; F)**

Six hours per week. Prerequisite: ART 230 and 311, or permission of instructor. May be repeated for credit. Advanced work in technical and creative aspects of sculpture.

**ART 431. Advanced Ceramics (4)**

Six hours per week. Prerequisite: ART 231, or ART 331, or permission of instructor. Further examination of aesthetic and conceptual applications of the ceramic medium. Development of individual concerns and vocabulary of form will be stressed. Students are responsible for developing clays, glazes and firing their work. Focus on historical and contemporary issues is pursuant to aesthetic concerns. Students should have specific personal equipment.

**ART 450WR. Senior Seminar I: The Emerging Artist (3; F)**

Three hours per week. Prerequisites: Senior classification in art major, completion of core classes, completion of at least 50 credit hours in the major and portfolio review by faculty. Satisfies University Core Curriculum requirement for writing-intensive course, satisfies University Experiential Learning requirement for research-intensive course, and is required of art majors. This course involves intensive development and enhancement of writing skills needed for art careers, including: position application cover letter, resume and artist's statement, as well as written thesis. Creation of cohesive body of artwork in support of thesis; expansion and presentation of portfolio in professional format. Planning of Spring Senior Thesis Exhibition and post graduate career strategies.

**ART 451SR. Senior Seminar II: Visual Presentations (3; S)**

Three hours per week. Prerequisites: Senior classification in art major, successful completion of ART 450WR and successful completion of at least 50 credit hours in major. Satisfies University Core Curriculum requirement for speech-intensive course, satisfies University Experiential Learning requirement for research-intensive course, and is required of art majors. A continuation of Senior Seminar I; while focusing on development of public speaking skills. Students learn to deliver skillful visual-art presentations, in a range of speech formats, including demonstration, advocacy/sales, mock job interview, etc. Mounting of Senior Thesis Exhibition and each student's oral defense of completed thesis research project.

**ART 476. Special Topics in Studio Art ( var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in studio art.

**ART 480. Senior Studio (4)**

Six hours per week. Prerequisite: Senior status and permission of division of visual arts. Students enrolled in this course will be working individually on personal art projects. A committee will be selected by the student to guide and critique the student's progress.

**ART 490. Art Internship (var. 3-6)**

Nine to 18 hours per week. This internship is designed for students majoring in art (ceramics, glass, sculpture, illustration, photography, graphic design, animation, or film). This course provides the student with an opportunity to participate in the work of a professionally relevant space, such as an art studio, gallery, advertising agency, or graphic design firm. The student must file an application and necessary forms to register for ART 490 prior to beginning the internship. May be repeated for credit.

**ART 501. Graduate Seminar I (3; Su)**

This visiting lecture series will meet weekly during the Summer Intensive. The series will include different visiting artists from around the world with a wide perspective on the various approaches to art-making. This course will allow candidates the opportunity to develop and articulate the writing skills necessary for MFA level work, while expanding their exposure to various influences.

**ART 511. Process Investigation I (4; Su)**

This initial course is part of the Summer Intensive and is designed to offer a series of experiences that will help redefine and explore different approaches to artistic processes and to the student's area of study. The focus of the component lies clearly in the physical realm of craftsmanship as artistic-based research.

**ART 515. Critical Theory (2; F)**

Based on a survey of critical theory, this graduate seminar provides a venue for the analysis of texts, issues and discourses that inform contemporary visual culture. Emphasis is placed on examining the role of critical theory in contemporary art, design, criticism and curating.

**ART 526. Practical Methodology (2; S)**

The multi-disciplinary nature of current arts practice suggests that today's artists need to go beyond their particular art form, and understand the issues that confront making and presenting across the arts as a whole. Through a series of lectures- including those from practicing artists discussing their work in relation to the tensions of making and presenting - and through supporting discussions, related activities, and self-directed tasks, this course is designed to broaden the students' understanding of the other arts, and to familiarize them with issues relating to practice. This in turn is intended to help

students put their work in a broader arts context, to explore correspondences and differences, and to question their creative practice in light of other arts practices. May be repeated for credit as content changes.

**ART 530. Intermedia I (3; Su)**

This course is part of the Summer Intensive and is a multimedia class that combines training and experimentation in various types of technology. Including but not limited to a working knowledge of JU computer systems including email, Blackboard, Web Advisor, H-drive, and various digital imaging software.

**ART 536. Interdisciplinary Arts Seminar (1-6, varies; F)**

This course emphasizes the essentially collaborative nature of artistic practice. It offers the opportunity to experiment with new kinds of collaborative relationships and to observe, create and discuss the artist's role in the transformation of ideas into collaborative works. Through three intensive collaborative projects, students engage with other artists and artistic practices and/or with various practitioners from other disciplines such as: dancers, scientists, actors, musicians, writers, mathematicians, etc. as a means of realizing their artistic vision. May be repeated for credit as content changes.

**ART 541. Graduate Critique I (3; Su)**

This course is part of the Summer Intensive and examines the interrelationship between the theory and practice and the nature of artistic production as a form of research, while exploring various methods and approaches to critical evaluation of artistic process and product.

**ART 545. Art History and Criticism (2; S)**

This course comprises reading, writing, and discussion of art criticism and cultural commentary, including a survey of 20<sup>th</sup> Century art and field trips to visit area galleries and museums to view current exhibitions.

**ART 550. Pedagogy I (3; F/S)**

This seminar will focus on contemporary and historical approaches to visual art pedagogy as directly related to discipline's techniques and applications. Focus is on information exchange in the areas of instructional strategies, venue curriculum, venue management, and assessment application.

**ART 556. Research and Development I (3; F)**

This course is a student-devised process in which the exploration of ideas and the use of resources, in preparation for a project, are key elements. It offers students the opportunity to further identify their interests and creative focus, and to develop artistic strategies to explore these concepts in relation to their final work.

**ART 600. Graduate Seminar II (3; Su)**

Prerequisite: Completion of 32 credit hours of graduate studies. This visiting artist series will meet weekly during the Summer Intensive. The series will include different visiting artists from around the world with a wide perspective on the various approaches to art-making. This course will have individual studio visits with MFA candidates to discuss the process of their creative work.

**ART 611. Process Investigation II (4; Su)**

Prerequisite: Completion of 32 credit hours of graduate studies. This course is part of the Summer Intensive and combines contemporary theory with practical application to art making and craft. In this applied (studio) course, candidates will attend seminars during the Summer Intensive for discussion and



experiential work. Students will focus on ways art practices can influence aesthetics and develop a heightened sense of proprioception.

**ART 616. Critical Issues (var. 2-3; F)**

This course is intended as a stimulus to art-making and helps to form critical and conceptual foundation for students to bring to their studio practice. Emphasis is placed on examining the role of critical theory in contemporary art, through the instructor's specialization. May not be taken for credit more than once.

**ART 630. Intermedia II (3; Su)**

Prerequisite: Completion of 32 credit hours of graduate studies. This course is part of the Summer Intensive and includes advance study and implementation of various types of technology. Including but not limited to a working knowledge of multimedia software and interactive strategies. Development of technical skills to support portfolio creation.

**ART 640. Graduate Critique II (3; Su)**

Prerequisite: Completion of 32 credit hours of graduate studies. This course is part of the Summer Intensive and uncovers the various modalities and underpinnings inherent in producing, showing and spectating; it serves as an open platform for candidates to create, present, discuss and critique artwork.

**ART 646. Marketcraft (var. 2-3; S)**

This course explores the economics of Art and the Art market both through labor theories and applied approaches to contemporary capital in open markets. Students will gain in depth understanding of global creative economies, while cultivating tangible methods for individual commerce. Development of marketing strategies and production of portfolio to include candidate's curriculum vitae and media. May not be taken for credit more than once.

**ART 650. Pedagogy II (3; F/S)**

Advanced study of contemporary and historical approaches to art pedagogy as directly related to discipline's techniques and applications. Residency Proposal, Activity Completion, and Assessment Summary are part of the course requirements.

**ART 656. Research and Development II (3; S)**

This course is a student-devised process in which the exploration of ideas and the use of resources in preparation for the project are key elements. It offers students the opportunity to further identify their interests and creative focus, and to develop artistic strategies to explore these concepts in relation to their final work.

**ART 665. Graduate Thesis I (4; F)**

The project is the culmination of the courses and comprises a significant body of work or works which will be presented in a public place. After agreement regarding your final proposal, you will work independently with the support of your mentor and with technical assistance as negotiated. The project will be a substantial researched work reflecting the depth of study and demonstrating a distinctive artistic voice.

**ART 675. Graduate Thesis II (4; S)**

Continued development and implementation of Research Project and Thesis.

**ART 676. Special Topics in Art (1-6, varies)**

Particular topics or themes in art. May be repeated for credit as content changes.

**ART 685. Portfolio (2; F)**

Extensive body of professional work evaluated by a panel of faculty and artists from the field of Visual Arts. The portfolio is to include candidate's curriculum vitae and media.

**ART 695. Graduate Thesis Continuous Enrollment (1)**

Prerequisite ART 675. This course is Pass/Fail. May be repeated for credit. Students must enroll in ART 695 each subsequent semester until the completion of the research-based project/thesis. Faculty will periodically review individual student's progress in meeting course goals and completing the project/thesis. Upon completion of the project/thesis, faculty will approve the final paper and arrange for final paper presentation sessions. Students are expected to complete all objectives for ART 675 and finalize their projects for committee approval prior to their presentations.

---

**Art Education Courses****ARE 301. Art in the Schools (var. 2-4; F)**

Two or four hours per week. Satisfies Florida state certification requirements for methods of teaching art in the elementary and secondary schools. If taken for two (2) semester hours credit, will only satisfy requirements for art teaching methods in the elementary school. Enrollment for four (4) semester credit hours required for B.F.A. art education majors. Basic materials, content and methods of teaching art in the elementary and secondary schools. Especially for prospective teachers.

---

**Art History Courses****ARH 105. Art Appreciation (3; F)**

Three hours per week. This course cannot be used to fulfill the art history fundamentals required of Visual Arts in the B.A. or B.F.A. degree programs. An introduction to recognizing, appreciating and understanding the formal elements and technical aspects of painting, sculpture and architecture. Especially designed for the non-art major.

**ARH 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**ARH 282. Western Art to 1850 (3)**

Three hours per week. History of western art from its origins to the mid-19th century. Survey of the major developments and periods, from ancient Egypt, Mesopotamia, Greece, Rome, the Middle Ages, Renaissance, and Baroque, to Neoclassicism, Romanticism, and Realism in modern Europe and the U.S.

**ARH 306. History of Photography (3)**

Three hours per week. Prerequisite: ENGL 103. Survey of the history of western photography and its evolution as a creative art. Analysis of the work of pioneering photographers, through the end of the 20<sup>th</sup> century.

**ARH 320. American Art (3)**

Three hours per week. Prerequisite: ENGL 103. History of the art and architecture of North America from its discovery by Columbus to the present, with particular emphasis on art of the United States.

**ARH 325. Art Beyond the West (3)**

Three hours per week. Prerequisite: ENGL 103. May be repeated for credit as content changes. The arts and architecture of one or more of the following non-western cultures: Chinese, Japanese, Indian, South Pacific, African, Islamic or pre-Columbian Americas.

**ARH 360. Greek Art & Archaeology (3)**

Three hours per week. Prerequisite: ENGL 103. Art and archaeology of Greece and the Aegean from the Bronze Age through the age of Alexander the Great with particular emphasis on the Classical style.

**ARH 365. Roman Art & Archeology (3)**

Three hours per week. Prerequisite: ENGL 103. Art and archaeology of ancient Rome throughout Italy and the provinces. Public vs. private art and Roman art as social document, with an emphasis on the city of Rome, at once metropolis and capital of the Empire.

**ARH 370. Renaissance Art (3)**

Three hours per week. Prerequisite: ENGL 103. A study of the variety of artistic expression of the Renaissance spirit in Europe from the age of Giotto through the masterpieces of Leonardo, Raphael, and Michelangelo.

**ARH 375. Baroque Art (3)**

Three hours per week. Prerequisite: ENGL 103. Seventeenth-century European painting, sculpture and architecture in the context of social, political and religious changes. Emphasis on patrons and careers of artists such as Bernini, Rubens, Rembrandt and Velazquez.

**ARH 376. Special Topics in Art History (3)**

Three hours per week. Prerequisite: ENGL 103. May be repeated for credit as content changes. Particular topics or themes in art history.

**ARH 381. 19th-Century European Art (3)**

Three hours per week. Prerequisite: ENGL 103. A study of the major works of painting, sculpture and architecture in 19th-century Europe. Stylistic developments will be analyzed in relation to political, religious, and social changes. Among the periods included are: Neo-Classicism, Romanticism, Realism, Impressionism and Post-Impressionism.

**ARH 382. Modern to Post-Modern Art (3; S)**

Three hours per week. Prerequisite: ENGL 103. A study of the major trends in 20th-century modern painting, sculpture, and architecture. Cubism, Fauvism, Dada, Surrealism, Abstract Expressionism, Pop, Minimalism and Post-Modernism are among the topics to be considered in the context of the societies and cultural changes that produced them.

**ARH 382WI. Modern to Post-Modern Art (3; S)**

Three hours per week. Prerequisite: ENGL 103. Course content is the same as ARH 382, but with additional emphasis on writing for students needing writing-intensive course.

**ARH 476. Special Topics in Art History (3)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in art history.

**ARH 480-481. Seminar in Art History (3)**

Three hours per week. Prerequisite: Nine hours in art history or HUM courses or permission of instructor. May be repeated for credit as content changes. Special topics in art history, theory, and criticism.

**ARH 490. Art History Internship (var. 3-6)**

Nine to 18 hours per week. This internship for art history majors will provide the student with an opportunity to participate in the work of an art gallery or museum. The student must file an application and necessary forms with the division chair no later than one month before the semester during which the internship is to begin.

---

**Aviation Management Courses****AVM 102. Aviation Management and Weather (3)**

Three hours per week. Course will focus on essential aviation management issues related to airports, airlines, and air traffic control. General meteorology and weather related issues that affect airport, airline and air traffic control operations will also be examined.

**AVM 301. Aviation History & Development (3)**

Three hours per week. Prerequisite: ENGL 103. A review of aviation from Kitty Hawk to the Shuttle. Special emphasis will be given to those political and geographical situations which contributed to the development of aviation. The influence of World Wars I and II and the subsequent technological developments in aviation will be stressed. An examination of those aspects of aviation that have contributed to its rapid growth.

**AVM 302. Aviation Economics (3)**

Three hours per week. Prerequisite: ECON 201. A review of supply and demand and their application to aviation. An examination of airline route structure and guidelines that have contributed to relative successes and failures of various air carriers. Inter-national trade in regard to air commerce also will be studied. Factors contributing to the economic health of airlines such as yield management and cost control are addressed.

**AVM 303RI. Introduction to Unmanned Aircraft Systems (3)**

Three hours per week. Prerequisite: ENGL 103. The study of unmanned aircraft systems (UAS) and fundamentals of UAS operations, from sensors, controls, and automation to regulations, safety procedures, and human factors. The course describes the proliferation of technological capability, miniaturization, and demand for aerial intelligence in a post 9/11 world and presents the latest major commercial uses of UASs and unmanned aerial vehicles (UAVs). Students will cover the applicable Part 107 regulations, UAS flight operations, and operational risk management. This course satisfies the experiential learning requirement.

**AVM 305. Unmanned Aircraft Systems Robotics (3)**

Three hours lecture per week. Prerequisites: ENGL 103, AVM 303RI. This course prepares students to integrate robotic technology into the hardware and software regimes of unmanned aviation. It will include examinations of control and system programming in the context of specific missions through guided discussions, simulation, and the operation of actual unmanned aircraft robotic systems.

**AVM 306. Airport Planning & Management (3)**

Three hours per week. Prerequisite: MGT 310. Acquaints the student with the basic concepts of airport planning and management. Master planning and the legal and statutory framework within which airports operate are discussed, along with the operational, financial, environmental, and public service aspects of an airport's existence. Fundamentals of airport configuration are introduced including design requirements for both landside and airside facilities. Personnel resources and day-to-day management also will be examined.

**AVM 311. Airline Management (3; F/S)**

Three hours per week. Prerequisite: Sophomore status. Acquaints the student with the basic concepts of airline management and operations. Applied concepts of business, personnel and management as they relate to the airline industry. An airline business simulation will accompany the course.

**AVM 321. High Altitude Training Laboratory - Elective (1)**

The study of physiological human factors related to the causes, components and effects of gas problems (hypoxia) and sensory problems (vision and inner ear) in the aviation environment. Course includes the experience and documentation of the student's hypoxic symptoms using a hyperbolic chamber under a professionally controlled environment.

**AVM 403. The Aviation Transportation System Environment (3)**

Three hours per week. Prerequisite: Junior status. A study of the history, current status, and future development of the National Airspace System. Surveys air navigation facilities and systems and examines air traffic control structure, organization and procedures with particular emphasis on the legislative and regulatory roots of the system. Introduces international air traffic management agreements and operations.

**AVM 404. Civil Aviation Operations (3)**

Three hours per week. Prerequisite: MGT 310. A study of general aviation businesses. How to manage aircraft operations on a profitable basis within the regulatory framework of the federal government. Examines competition, growth, liability, and good business management practices. Considers personnel recruiting, training and management, along with effective supervision and control.

**AVM 405. Advanced Air Traffic Control (3)**

Three hours per week. Prerequisites: AVS 101, AVS 102 and AVM 403. This course includes advanced radar, non-radar and tower procedures. Comprehensive knowledge of all ATC procedures, airspace utility and separation standards is stressed with a focus on the terminal ATC environment. The curriculum will also encompass the FAA's Air Traffic Basics Course to ensure students have a broad knowledge of the aviation industry and possess the requisite knowledge, skills and abilities to succeed in ATC training.

**AVM 406. Aviation Law (3)**

Three hours per week. Prerequisite: Junior status. The application of business law practices to aviation. Considers land acquisition, airport liability, lease contracts, product liability and government regulations. International law and treaties that affect the aviation industry will be studied.

**AVM 407RI. Crew Resource Management (3)**

Three hours per week. Prerequisites: AVO 317 and AVS 404. The study of psychological factors that affect the efficiency and safety of flight. The course emphasizes airline cockpit crew coordination, situational awareness, communication, workload management, decision-making, automation

management, critical thinking, and human error management. This course will include the use of an Advanced Flight Training Device (FTD). This course satisfies the experiential learning requirement.

**AVM 408. Strategic Airport Planning and Management (3)**

Three hours per week. Prerequisite: AVM 306. This course will examine in detail the Master Planning Process at United States Airports, Sustainability Planning as related to the triple-bottom-line theory and review the US Federal Aviation Administration's Part 139 regulations.

**AVM 409. Civil Unmanned Aircraft Systems Operations (3)**

Three hours lecture per week. Prerequisites: ENGL 103, AVM 303RI. The content of this course is a study of general UAS businesses. How to manage UAS operations on a profitable basis within the regulatory framework of the federal government. Examines competition, growth, liability, and good business management practices. Considers personnel recruiting, training and management, along with effective supervision and control. The course is designed to provide the student a foundation for the design, development and operational fielding of UAS for commercial application.

**AVM 432. Strategies in Aviation Management (3)**

Three hours per week. Prerequisite: Senior status. Capstone course for Aviation Management (AVM) majors. Course will use case studies and emphasize real-world problem solving and strategic management in all facets of the aviation industry.

**AVM 480. Special Topics in Aviation – Elective (var. 1-3)**

One to three hours per week. Prerequisites: AVM 302 and consent of instructor. May be repeated for a maximum of three credits as content changes. A study of selected topics of major interest in aviation not covered in other course offerings. The topic for the semester will be indicated in advance.

**AVM 490. Internship in Aviation Management – Elective (var. 0-12)**

Prerequisites: Junior status and a 2.5 overall GPA of or better and 3.0 GPA or better in the major. For additional information and requirements, see the School of Aviation.

**AVM 610. Risk Management in Commercial Aviation (3)**

This course is a study of the Federal Administration's Air Transportation Oversight System (ATOS) and its effect on the conduct of business in commercial aviation. ATOS is a risk management process used by the FAA as its primary surveillance methodology for certificated air carriers. At the conclusion of this course, students will have a practical understanding of the FAA's ATOS system as it applies to the management of a certificated air carrier, effects on major air transportation companies, and impact on the practical economies of air carrier operations

**AVM 620. Airport Management (3)**

This course provides a detailed introduction to the Airport as a complex business enterprise. The goal is to provide the student with a comprehensive understanding of the complex business and commercial functions required for successful airport operations and planning. Tactical and strategic decisions, aircraft maintenance, schedule and route planning will be discussed in depth. Additionally, marketing management and customer delivery systems including advertising, product planning and customer service are included. Case studies provide real world association with the course principles. Students in the Aviation Management concentration who complete AVM 620 will be exempt from taking the DSIM 570 core course.

**AVM 630. Airline Management (3)**

This course is a comprehensive introduction to the functional activities required for airline operations

and planning. Tactical and strategic decisions, aircraft maintenance, schedule and route planning are discussed in depth. Additionally, marketing management and customer delivery systems, to include advertising, product planning and customer service are included. Case studies provide real world association with the course principles.

---

### **Aviation Operation Courses**

**Aviation Management & Flight Operations (AVO) major or minor students are required to participate in actual flight training.**

#### **AVO 110. Private Pilot Laboratory A (2)**

Six hours laboratory per week. Prerequisites: Student Pilot Certificate, Class III FAA medical or higher and completion or concurrent enrollment in AVS 101 and 102. Course of instruction leading to the awarding of the Private Pilot Certificate (self-examining).

#### **AVO 112. Private Pilot Laboratory B (2)**

Six hours laboratory per week. Prerequisites: Student Pilot Certificate, Class III FAA medical or higher and completion or concurrent enrollment in AVS 101 and 102. Continuation of AVO 110 course of instruction leading to the awarding of the Private Pilot Certificate (self-examining).

#### **AVO 210. Private/Instrument Laboratory B (2)**

Six hours laboratory per week. Prerequisite: AVO 110; pre- or co-requisite: AVS 202. Also, grades for courses AVS 101 and AVS 102 must be "C" or higher. Course of instruction to further the knowledge and develop advanced skills necessary to become a Private Pilot with Instrument Rating. This course will no longer be offered after the Spring 2013 semester.

#### **AVO 212. Private/Instrument Laboratory C (2)**

Six hours laboratory per week. Prerequisite: AVO 110 and AVO 210. Course of instruction leading to the awarding of the Private Pilot with Instrument Rating Certificate (self-examining). This course will no longer be offered after the Spring 2013 semester.

#### **AVO 213. Instrument Rating Laboratory A (2)**

Six hours laboratory per week. Prerequisite: AVO 110 or FAA Private Pilot Certificate; pre- or co-requisite: AVS 202 and AVS 103. Also, grades for courses AVS 101 and AVS 102 must be "C" or higher. Course of instruction to introduce the knowledge and develop the basic instrument skills necessary to become an Instrument rated pilot.

#### **AVO 215. Instrument Rating Laboratory B (2)**

Six hours laboratory per week. Prerequisite: AVO 213. Course of instruction leading to the awarding of the Instrument Rating (self-examining).

#### **AVO 313. Commercial Pilot Multi-Engine Laboratory A (1)**

Six hours laboratory per week. Prerequisite: AVO 212 or AVO 215 or Private Pilot Certificate with Instrument Rating; pre- or co-requisite: AVS 303. Also, grades for course AVS 202 must be "C" or higher. Completion of the training required to become a Commercial Multi-Engine pilot, including introduction to complex twin-engine aircraft. Qualifies the successful student to take the FAA flight check for the award of the Commercial Multi-Engine Pilot Certificate.

#### **AVO 315. Glider Pilot Laboratory – Elective (1)**

Two hours laboratory per week. Prerequisite: Private Pilot (or higher) Airplane Certificate and

completion or concurrent enrollment in AVS 315. Course provides 10 dual and 10 solo lessons to teach student the ground and airborne operations required to qualify as a glider pilot. Students successfully completing are recommended for glider practical flight test.

**AVO 316. Commercial Single-Engine Pilot Laboratory (1)**

Three hours laboratory per week. Prerequisite: AVO 314. Also, grade for course AVS 303 must be "C" or higher. Completion of the training required to add a Commercial Single-Engine Rating. Qualifies the student to take the FAA flight check for the addition of a Single-Engine rating to the Commercial Pilot Certificate.

**AVO 317. Commercial Pilot Multi-Engine Laboratory B (1)**

Six hours laboratory per week. Prerequisite: AVO 212 or AVO 215 or Private Pilot Certificate with Instrument Rating; pre- or co-requisite: AVS 303. Also, grades for course AVS 202 must be "C" or higher. Continuation of AVO 313 course; completion of the training required to become a Commercial Multi-Engine pilot, including introduction to complex twin-engine aircraft. Qualifies the successful student to take the FAA flight check for the award of the Commercial Multi-Engine Pilot Certificate.

**AVO 410. Flight Instructor Airplane Laboratory (2)**

Six hours laboratory per week. Prerequisites: AVO 316 or Commercial Pilot Certificate with Instrument, Multi-Engine and Single-Engine privileges; pre- or co-requisite: AVS 401. Course of instruction leading to the awarding of the Flight Instructor Airplane Single Engine Certificate (self-examining). Training includes practice flight/ground instruction and guided study to develop the necessary skills to instruct in a single engine aircraft.

**AVO 411. Flight Instructor Instrument Laboratory (2)**

Six hours laboratory per week. Prerequisites: AVO 410; pre- or co-requisite: AVS 411. Qualifies the successful student to take the FAA flight check for the award of the Flight Instructor Instrument Certificate. Training includes practice flight/ground instruction and guided study to develop the necessary skills to instruct in an IFR certified aircraft.

**AVO 412. Multi-Engine Pilot add-on Laboratory (1)**

Three hours laboratory per week. Prerequisite; Commercial Pilot Certification with Instrument and Single-Engine privileges earned prior to enrollment at JU; pre- or co-requisite: AVS 303. Completion of the training required to add a Commercial Multi-Engine Rating, including introduction to complex twin-engine aircraft. Qualifies the student to take the FAA flight check for the addition of a Multi-Engine Rating to the Commercial Pilot Certificate.

**AVO 432. Jet Transition Training Laboratory (2; F/S)**

Four hours per week. Prerequisites: Senior status; AVO 317, AVS 432, AVM 407 and AVS 415. Capstone course for Flight Operations majors. The application of advanced systems knowledge and crew resource management skills in the operations of a jet aircraft. This course will also give students an understanding of FAA Part 121 regulations, high altitude flight theory, and advanced aerodynamics. The advanced Flight Training Device (FTD) and Flight Management Systems Trainer (FMST) will be used exclusively for this course.

**AVO 490. Internship in Aviation Management & Flight Operations– Elective (var. 1-12)**

Prerequisites: Junior status and a 2.5 overall GPA or better and 3.0 GPA or better in the major. For additional information and requirements, see the School of Aviation.



---

## Aviation Science Courses

### **AVS 101. Aviation Science for Private Pilots (3)**

Three hours per week. No prerequisites. Basic studies in aircraft operation, performance, aerodynamics and design. Examines federal aviation regulations and other types of flight publications needed for private pilot operations. Discusses weather theory and reports and presents basic flight physiology in the context of flight safety. Covers the skill of air navigation by pilotage and dead reckoning and teaches the student to use the fundamental tools of air navigation including radio navigational aids. The course prepares the student for the FAA Private Pilot Airplane knowledge test.

### **AVS 102. Aviation Weather (3)**

Three hours per week. No prerequisites. A study of weather formation and patterns. The earth's atmospheric composition, temperature, pressure, wind, moisture, and weather stability. Turbulence, clouds, air masses, fronts, thunderstorms, icing, fog and other obstructions to vision. Weather observations, reports, forecasts and prognoses are interpreted and explained, along with methods used for disseminating textual and graphic products.

### **AVS 103. Introduction to Aviation Automation (3)**

Three hours per week. Prerequisite: AVS 101. Course introduces students to advanced automation, primary aircraft systems and error management for the single aviator flight environment.

### **AVS 202. Aviation Science for Instrument Pilots (3)**

Three hours per week. Prerequisite: AVS 101 or FAA Private Pilot Certificate. The course prepares the student for the FAA Instrument Rating knowledge test. A detailed study of instrument flight control techniques, radio navigation and instrument flight operations. A study of the federal aviation regulations and air traffic control procedures related to instrument flight. An examination of the avionics and navigational aids for instrument operations, and a review of weather information with regard to instrument flight.

### **AVS 303. Aviation Science for Commercial Multi-Engine Pilots (3)**

Three hours per week. Prerequisite: AVS 202 or FAA Private Pilot Certificate with Instrument Privileges. A continuation of aeronautical science studies in preparation for the FAA Commercial Pilot Airplane knowledge test. Study of aerodynamics, flight standards, weather, regulations, navigation, systems and physiology, and analysis of instrument procedures and airspace as applied to the commercial environment in single and twin-engine aircraft operations.

### **AVS 305. Space Science – Elective (3)**

Three hours per week. Prerequisite: Completion of the JU Mathematics core curriculum requirements. A study of the history of space exploration since 1946, the current civil uses in space and selected unclassified military uses. The student will understand the principles of construction of space vehicles, their various propulsive systems, orbital and interplanetary path calculations, human space travel dynamics, and future space systems programmed for the near term and longer.

### **AVS 315. Aviation Science for Glider Pilots – Elective (1)**

One hour per week. A study of the principles and techniques of unpowered flight. Includes flight principles, glider construction, assembly and disassembly, ground operations, towing, soaring, cross-country considerations, emergency procedures, and landings. A review of soaring weather principles will also be conducted.

**AVS 401. Elements of Flight Instruction (3)**

Three hours per week. Prerequisite: AVS 303 or FAA Commercial Pilot Certificate with Instrument Privileges. Preparation for the FAA Fundamental of Instructing and Flight Instructor Airplane knowledge tests. Provides psychological foundations to understand the concepts of teaching and learning. Applies psychology of learning to enable flight and ground instructors to provide for maximum growth and development of their students. In depth study of technical subjects, weather, and airport operations as applied to teaching and learning.

**AVS 403. Flight Physiology – Elective (3)**

Three hours per week. Prerequisite: Junior status. The study of physiological organs and systems affected by human flight and discussion of critical physiological problems that can occur during flight. The course emphasizes the safety of airline operations and how aircrews can prevent and cope with physiological emergencies such as hypoxia, decompression, spatial disorientation, vestibular and visual illusions, fatigue and stress.

**AVS 404. Advanced Aircraft Systems II (3)**

Three hours per week. Prerequisites: Junior status; AVS 103; AVO 215 or FAA Private Pilot Certificate with Instrument Privileges. Additional advanced studies of jet aircraft systems currently in use in the air carrier industry focusing exclusively on one specific type of transport category aircraft. Students will cover in detail aircraft systems and procedures primarily through the medium of computer based training (CBT) using courseware obtained from the aircraft manufacturer.

**AVS 411. Elements of Flight Instruction – Instrument (2)**

Two hours per week. Prerequisite: AVS 401. Prepares a certified flight instructor to teach instrument training to student pilots. Using a student taught/instructor guided format, the student will practice teaching instrument flight control techniques, the ATC system, instrument regulations, IFR navigation, weather, physiology, communications, and overall instrument flight operations. The course prepares the student for the FAA Certified Flight Instructor – Instrument knowledge test.

**AVS 412. Advanced Aircraft Systems Laboratory – Elective (1)**

Three hours per week. Pre- or co-requisite: AVS 404. Introduces students to the mechanics of aircraft systems and how to properly and effectively operate them.

**AVS 415. Air Transport Operations for the Professional Pilot (3)**

Prerequisites: AVS 404, AVO 317, and AVM 407RI. The study of flight operations at the major airline level and role the professional pilot plays in the safe and efficient conduct of airline operations. Students will cover the applicable regulations, supporting departments and personnel, international flight operations, safety programs as well as accident investigation, the role of unions and the flight department in the corporate structure. High altitude operations, aerodynamics and physiology will also be covered.

**AVS 432. Advanced Aircraft Systems III (3; F/S)**

Three hours per week. Prerequisites: Senior status; AVS 404; AVM 407RI and AVO 317 or FAA Commercial Pilot Certificate with Instrument Privileges. The student will participate in advanced studies of aircraft systems in use on current generation (cutting edge) transport category aircraft. Topics will include glass cockpit, flight management systems, radar, aerodynamics, abnormal procedures and all systems relating to modern-day jet aircraft. The course familiarizes a student with the basic technical knowledge needed to be successful in traditional airline pilot training courses. This course will include the use of an Advanced Flight Training Device (FTD).

---

## Biology Courses

### **BIOL 100. Principles of Biology (4)**

Three hours lecture per week. Co-requisite: BIOL 100L. This course cannot be used as a prerequisite for any other Biology course. An introductory overview of the diversity and characteristics of life and living organisms. Structural and functional parameters as well as interactive relationships are emphasized.

### **BIOL 100L. Principles of Biology Lab (0)**

Two hours laboratory per week. Required co-requisite for BIOL 100. An introduction to the scientific method and exploration.

### **BIOL 125. Ecology of Man (4)**

Three hours lecture and two hours laboratory per week. Prerequisite: None. An overview of the primary ecological concepts and how these apply to the problems facing the human species. Population, pollution, energy and man's effect on other species will be discussed. Field trips and quantitative techniques in ecology will be included.

### **BIOL 127. Ornithology (4; S)**

Three hours lecture and two hours laboratory per week. Prerequisite: None. An introduction to the study of birds, including their unique characteristics as well as their suitability for demonstrating such biological principles as adaptation, behavior and evolution. Emphasis will be placed on local species, and the two-hour session will include field trips, films and identification of study skins. Binoculars are required (8x or greater).

### **BIOL 170. Introduction to Ecology and Evolution (4)**

Three hours lecture and three hours lab per week. Prerequisite: None. An introduction to ecological and evolutionary principles shaping the biota and ecosystems of the earth. An introduction to applications of quantitative techniques in ecology and evolution will be included in both lecture and laboratory.

### **BIOL 180. Biological Diversity (4; F/S)**

Three hours lecture and three hours lab per week. Prerequisite: None. Intended for biology and life science majors and minors only. A study of the Earth's biological diversity. BIOL 180 is an organismal biology course focusing on the structure, function, ecology, and evolution of bacteria, fungi, plants, and animals. Laboratory exercises reinforce topics discussed in lecture.

### **BIOL 189. Core Seminar (4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **BIOL 190. Biological Unity (3; F/S)**

Three hours lecture per week. Prerequisite: None. This course will introduce students to the atomic, molecular, and cellular levels of life as we know it. The structures and functions of biological macromolecules and the cell will set the initial foundation of this course. This knowledge will then be coupled to the principles of basic bioenergetics to explain cellular respiration before concluding with the

principles of storing and transmitting genetic information. The unity of these principles across organisms provides a basis for understanding life's most defining characteristics.

**BIOL 199. Introduction to Special Topics in Biology (var. 1-4)**

This course may be offered on demand. Covering predetermined introductory special topics of student interest and biological significance.

**BIOL 204. Botany (4)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C-" or better in BIOL 170 or MSC 101. BIOL 204 may be a prerequisite for select BIOL and MSC courses numbered 300 and above. A comparative study of structure, function and development of plants, with special emphasis on the higher plants and their relationship to man and other animals.

**BIOL 207. General Zoology (4)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C-" or better in BIOL 170 or MSC 101. BIOL 207 may be a prerequisite for select BIOL and MSC courses numbered 300 and above. A study of evolution, general ecology, life histories, physiology, anatomy and behavior of animals. Laboratory devoted to survey of animal phyla, anatomy and physiology, and field trips to study animals under natural conditions.

**BIOL 208. Introduction to Cellular, Genetic & Molecular Biology (4)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C-" or better in CHEM103 and BIOL 170 or MSC 101. Co-requisite: CHEM 104 or equivalent. BIOL 208 may be a prerequisite for select BIOL and MSC courses numbered 300 and above. The objective of the course is to introduce students to the molecular basis of life. The five attributes common to life (growth, division, specialization, movement and interaction) will be explored on a molecular level through the study of biochemical structure and function, metabolism and information storage and transmission. To be included are basic concepts of both transmission and molecular genetics.

**BIOL 215. Human Anatomy & Physiology I (4)**

Three hours lecture and three hours laboratory per week. Co-requisite: CHEM 101 or CHEM 103. This course, a study of the morphology and physiology of humans, includes sections concerned with basic chemistry of protoplasm and chemical reactions, structure and function of cells, including mitosis, the study of histology, with a concentration on organs and organ systems, including integumentary, musculo-skeletal, nervous, and special senses.

**BIOL 216. Human Anatomy & Physiology II (4)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C-" or better in BIOL 215, and either CHEM 101 or 103. This course is continuation of BIOL 215 and covers the endocrine system, cardiovascular system, lymphatic system & immunity, respiratory system, digestive system, metabolism, urinary system, fluid/electrolyte & acid/base balance, reproductive system, and introduction to heredity.

**BIOL 221. Nutrition (3; F/S)**

Three hours lecture per week. Prerequisites: A "C-" or better in CHEM 101 or CHEM 103. Introduction to human nutrition. Emphasis on nutritive processes, proteins, lipids, carbohydrates, vitamins and minerals.

**BIOL 222. Microbiology for Health Professionals (4; S)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C-" or better in CHEM 101 or

103. An introduction to microorganisms and their relationship to human health and disease. Course topics include structure, function, and growth of bacteria, viruses, and fungi, control of microorganisms, immunity and pathogenesis. This course is part of the pre-nursing curriculum and will not count towards the Biology, Marine Science or Biochemistry major requirements. Credit cannot be awarded for both BIOL 222 and BIOL 322.

**BIOL 223SI. Oral Presentation in the Biological Sciences (3)**

Two hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in either BIOL 180, or BIOL 190, or MSC 111 & 112, or MSC 113 & 114. BIOL 223SI is a prerequisite for select BIOL and MSC courses numbered 300 and above. An interdisciplinary course designed to enable students to communicate effectively in a variety of speaking situations routinely encountered by professionals in the biological sciences. Students will be required to make several oral presentations.

**BIOL 280. Methods in Field Biology (3; F/S)**

Three hours lab per week. Prerequisites: A "C" or better in BIOL 180, ENGL 103, and CS 150. A field-based course teaching techniques used to quantify and describe organisms and ecosystems. Students will develop skills in experimental and sampling methodology, identification of organisms using taxonomic keys, and the interpretation of data using statistics.

**BIOL 290. Basic Laboratory Techniques in Biology (3; F/S)**

Four hours lab per week. Prerequisites: A "C" or better in BIOL 190, ENGL 103, CS 150, and CHEM 104. This course will introduce students to fundamental practices, theories, and techniques typically required in the molecular, biochemical, and cellular sciences. Experimental design, quantitative measurements, statistical analyses, data presentation, laboratory safety, and proper record keeping will be covered. Techniques and procedures include accurate and reproducible measurements (e.g., volumes, weights), solution preparation, spectrophotometry, centrifugation, culturing, and the ability to identify experiments and assays necessary to separate and characterize macromolecules, cells, and microscopic organisms.

**BIOL 301WR. Microbiology (4; F)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in CHEM 104; and either MSC 113 & 114, or BIOL 280 & 290, or BIOL 290 & CHEM 322; and either CHEM 211SI or BIOL 223SI. The course includes a detailed examination of the principles of microbiology, including the structure, function and growth of bacteria and viruses, with emphasis on health, environmental and industrial applications. Formal scientific papers of laboratory results and analysis of primary literature will be required with a minimum of 6,000 words. This course is research intensive and satisfies the experiential learning requirement.

**BIOL 302/MSC 302. Invertebrate Zoology (4)**

Cross-listed with MSC 302. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & 114. An advanced study of the invertebrate phyla with emphasis on the phylogeny, physiology, morphology and habitat of each taxonomic group. Credit cannot be awarded for both BIOL 302 and MSC 302.

**BIOL 303. Vertebrate Biology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & 114. An advanced study of the vertebrates with emphasis on ecology, physiology, morphology and behavior. Field trips are included.

**BIOL 304WI/MSC 304WI. Ichthyology (4; F)**

Cross-listed with MSC 304WI. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & 114. An advanced study of fish with emphasis on the ecology, physiology, morphology and behavior of the Teleosts. Field trips are included. Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. Credit cannot be awarded for both BIOL 304WI and MSC 304WI.

**BIOL 305. Comparative Vertebrate Anatomy (4)**

Three hours lecture and four hours laboratory per week. Prerequisites: A "C" or better in BIOL 190; and either BIOL 280, or MSC 113 & 114. A comparative study of the anatomy of the chordates with reference to phylogenetic relationships of anatomical structures among species. Laboratory exercises emphasize full dissection of fish, amphibian, and feline organisms, plus select studies of organ systems of other species including birds, reptiles, and diverse mammals including man.

**BIOL 307. Primates (3)**

Three hours per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & 114. An overview of primate natural history, ecology and evolution. This course covers primate evolution and adaptations, primate ecology and behavior, as well as major taxonomic groups from lemurs to humans. Students must also complete a project at the Jacksonville Zoo & Gardens.

**BIOL 308. Principles of Immunology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 290. An in-depth look at the molecular, cellular and organismal elements of the immune system. Topics covered include: innate and adaptive immune responses, monoclonal antibodies, ELISA, generation of the B and T cell receptor repertoires, mechanisms of cellular and humoral mediated immunity, cytokines, complement, autoimmunity and immune response to pathogens, especially HIV/AIDS.

**BIOL 309. Animal Physiology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 180 and CHEM 104; and either BIOL 290 or MSC 113 & 114; recommended: CHEM 301. A survey of animal tissue and organ functions with an emphasis on mammalian systems, specifically humans. Laboratory will introduce techniques and principles of investigating organ functions.

**BIOL 312. Plant Taxonomy (4)**

Two hours lecture and four hours laboratory per week. Pre-requisites: A "C" or better in either BIOL 280, or MSC 113 & MSC 114. Comparative morphology, identification, and classification of flowering plants. Emphasis on family characteristics and identity of local flora.

**BIOL 314. Evolution (3)**

Three hours lecture per week. Prerequisites: A "C" or better in BIOL 223SI; BIOL 190; and either MSC 113 & 114, or BIOL 280. This course examines the history of evolution and Darwin's theory, phylogenetic trees, micro- and macro-evolution, as well as co-evolutionary processes, Darwinian medicine and human evolution.

**BIOL 320WI. Human Ecology, Infectious, and Zoonotic Disease (4)**

Three hours lecture and three hours of lab per week. Pre-requisites: A "C" or better in BIOL 223SI; and BIOL 190; and either BIOL 280 or MSC 113 & MSC 114. Course explores the relationships between human ecology and patterns of infectious and zoonotic disease occurrence. Students learn the major types of disease-causing infectious agents and the many ways in which changes in human populations, behavior, agricultural practices, and social policies can influence the occurrence of infectious disease.

Laboratories emphasize epidemiological and pathophysiological topics. Formal scientific writing will be required with a minimum of 6,000 words.

**BIOL 322. Medical Microbiology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in CHEM 104; and either BIOL 223SI, or CHEM 211SI; and either BIOL 290 or MSC 113 & MSC 114. A study of beneficial and pathogenic microbes and their impacts on human health. Course topics include epidemiology, basic principles of microbial structure and biology, pathogenesis, immunity, and control of microorganisms, with a focus on bacteria, viruses, and fungi. Credit cannot be awarded for both BIOL 322 and BIOL 222.

**BIOL 330/MSC 330. Marine Mammal Biology (4)**

Cross-listed with MSC 330. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI, BIOL 180, and BIOL 290; and either BIOL 280, or MSC 113 & MSC 114. Comprehensive study of marine mammal biology including evolution, taxonomy, zoogeography, behavior, ecology, anatomic and physiologic adaptations to marine environment. Current conservation concerns and laws relevant to marine mammals are included. Lab emphasizes field and laboratory techniques utilized for study of marine mammals. Credit cannot be awarded for both BIOL 330 and MSC 330.

**BIOL 337. Genetics (3)**

Three hours lecture per week. Prerequisites: A "C" or better in CHEM 104; and BIOL 290. A survey of the fundamental processes and ideas behind the genetics of prokaryotic and eukaryotic organisms, including chromosome structure, Mendelian and non-Mendelian inheritance, the "central dogma", and regulation of gene expression. Sub-disciplines of genomics (e.g., epigenetics, proteomics) and population and evolutionary genetics will also be introduced along with current ethical issues in genetic engineering and transgenic organisms.

**BIOL 380. Herpetology (4)**

Three hours lecture and three hours lab per week. Prerequisites: A "C" or better in either BIOL 280, or MSC 113 & MSC 114. Study of reptiles and amphibians with emphasis on their evolution, taxonomy, distribution, life histories, ecology, and behavior. Laboratory focuses on species identification and field techniques for studying herpetofauna and includes field trips.

**BIOL 382. Entomology (4)**

Three hours lecture and three hours lab per week. Prerequisites: "C" or better in MATH 206; and either BIOL 280, or MSC 113 & 114. Study of insects and related Arthropods with emphasis on the morphology, physiology, behavior, evolution and ecology of the major groups of insects. The laboratory will include observations on live and preserved animals and field trips.

**BIOL 387/388/487/488. Independent Study (var. 1-6)**

Prerequisites: A "C" or better in BIOL 223SI, BIOL 280, and BIOL 290; and permission of the instructor. In consultation with a faculty mentor, students will develop a research plan to explore a unique biological or marine phenomenon. Appropriate activities include, but are not limited to, literature reviews, data collection, data analysis and manuscript/presentation preparation. Students are expected to work 45 hours per credit hour per semester. Graded outcomes must include either a review paper, a formal scientific paper and/or a presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements and only twelve hours will count toward satisfying University graduation requirements.

**BIOL 390/490. Internship (var. 0-12)**

Prerequisites: A "C" or better in BIOL 223SI, BIOL 280, and BIOL 290; cumulative GPA equal to or greater than 2.5, and permission of the instructor. In consultation with a faculty supervisor, students will select an appropriate internship setting to build upon, not replace, their university course work. Students are expected to work 45 hours per credit hour per semester. Graded outcomes include, but are not limited to, journal, paper, oral report and/or presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements and only twelve hours will count towards satisfying University graduation requirements.

**BIOL 397/398/497/498. Departmental Honors (var. 1-6)**

Prerequisites: Minimum of two (2) hours from any of BIOL or MSC 387/388/487/488, cumulative GPA equal to or greater than 3.5 and permission of instructor. In consultation with a supervisory committee composed of three faculty members, students will develop a research plan to explore a unique biological or marine phenomenon. Appropriate activities include, but are not limited to, data collection, data analysis and manuscript/presentation preparation. Students are expected to work 45 hours per credit hour per semester. Graded outcomes must include both a formal scientific paper and presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements.

**BIOL 402WR. Cell Biology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in either BIOL 223SI, or CHEM 211SI; and either BIOL 290 or MSC 113 & MSC 114. An in-depth introduction to cell structure and function using recent primary literature. Topics to be covered may include: plasma membrane, cytoskeleton, extracellular matrix, intracellular transport, differentiation, proliferation and cell cycle, receptor signaling and oncogenesis. The lab will introduce techniques used for examining cellular structure and function. Formal scientific papers of laboratory results will be required with a minimum of 6,000 words. This course is research intensive and satisfies the experiential learning requirement.

**BIOL 404. Ecology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in either BIOL 280, or MSC 113 & MSC 114. A study of the interrelations of plants and animals with their environment. The major eco-systems of the Southeastern United States will be studied and quantitative techniques in ecology and data analysis will be emphasized.

**BIOL 406. Advanced Ornithology (4; 5)**

Three hours lecture and two hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & MSC 114. This course cannot be taken for credit if the student has completed BIOL 127. An introduction to the study of birds, including their unique characteristics as well as their suitability for demonstrating such biological principles as adaptation, behavior and evolution. Emphasis will be placed on local species, and the two-hour session will include field trips, films and identification of study skins. A significant research project involving both field and library work is required. Binoculars are required (8x or greater).

**BIOL 409/CHEM 409. Pharmacology and Toxicology (3)**

Cross-listed with CHEM 409. Three hours lecture per week. Prerequisites: A "C" or better in CHEM 301; and BIOL 290. An introduction to the principles underlying pharmacology and toxicology, including the



nature of drug targets, their interaction and response (pharmacodynamics), the fate of drugs within the body (pharmacokinetics), chemotherapy, toxicity classification, poisons and antidotes, adverse drug reactions, selective toxicity, drug discovery and development and clinical molecular therapeutic techniques. Selected examples will be studied to illustrate key principles of clinical pharmacology. Credit cannot be awarded for both BIOL 409 and CHEM 409.

#### **BIOL 412WI/MSC 412WI. Physiological Ecology (4)**

Cross-listed with MSC 412WI. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & MSC 114; and either CHEM 301, or CHEM 304, or MSC 341. An interdisciplinary approach to the interrelationship between the organism and environment, and among different taxa. Major emphasis will be placed on the physiological aspects of aquatic organisms (notably estuarine and coastal forms). Formal scientific papers of laboratory results will be required for a minimum of 6,000 words. Credit cannot be awarded for both BIOL 412WI and MSC 412WI.

#### **BIOL 417WI. Conservation Ecology (4)**

Three hours lecture and three hours of lab per week. Pre-requisites: A "C" or better in either BIOL 280, or MSC 113 & MSC 114. This course explores interactions between humans and the environment, focusing on biodiversity, human populations, renewable and nonrenewable resources, pollution and waste, and sustainability. Formal scientific writing will be required with a minimum of 6,000 words.

#### **BIOL 430. Special Topics in Biology (var. 1-4)**

Prerequisites: A "C" or better in BIOL 280, BIOL 290, and BIOL 223SI. This semester course may be offered on demand, covering predetermined special topics of student interest and biological significance, each topic to be pursued throughout the term. Lectures and discussions will be conducted by the combined efforts of staff members, visiting speakers and students. May be repeated for credit when topic changes.

#### **BIOL 432. Student Mentor/Assistant Practicum (2)**

Two meeting hours per week, plus required attendance at BIOL or MSC lectures of an assigned faculty member. Prerequisite: Minimum of 20 hours of BIOL/MSC credit, 3.0 GPA in major classes and permission of the instructor. This course is designed to introduce students to the many and various responsibilities of teaching. Course content will include methods of presentation of material and workshops on tutoring. Students will be expected to give one lecture, assist in labs, attend and assist in lectures, grade homework and labs, and provide tutoring and help for students enrolled in the class.

#### **BIOL 433WI. Animal Behavior (3)**

Three hours lecture per week. Prerequisites A "C" or better in BIOL 100/100L or BIOL 180. This course is only open to Psychology majors. This course examines both the proximate and ultimate processes involved in shaping animal behavior and highlights the interdisciplinary nature of animal behavior, drawing from genetics, physiology, psychology, endocrinology, and conservation. Topics covered include mechanisms of behavior, foraging, defense against predation, aggression, animal learning, sensory systems, communication, mating systems, parental care behavior, and human behavior. Course objectives will be met through lecture, scientific literature, student projects, videos and field trips to observe both wild and captive animals. Formal scientific writing will be required with a minimum of 6,000 words. Credit cannot be awarded for both BIOL 433WI and BIOL 434WI.

#### **BIOL 434WI. Animal Behavior (3)**

Three hours lecture per week. Prerequisites A "C" or better in BIOL 223SI, BIOL 190, and either BIOL 280,

or MSC 113 & MSC 114. This course examines both the proximate and ultimate processes involved in shaping animal behavior and highlights the interdisciplinary nature of animal behavior, drawing from genetics, physiology, psychology, endocrinology, and conservation. Topics covered include mechanisms of behavior, foraging, defense against predation, aggression, animal learning, sensory systems, communication, mating systems, parental care behavior, and human behavior. Course objectives will be met through lecture, scientific literature, student projects, videos and field trips to observe both wild and captive animals. Formal scientific writing will be required with a minimum of 6,000 words. Credit cannot be awarded for both BIOL 434WI and BIOL 433WI.

**BIOL 435WI/CHEM 435WI. Biochemistry I (4; F)**

Cross-listed with CHEM 435WI. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in CHEM 302; BIOL 190; and either MSC 114 or BIOL 290 (BIOL 290 strongly recommended). An examination of the structures and functions of amino acids, proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics and regulation will be discussed. Prokaryotic and eukaryotic DNA replication with emphasis of the processes that make modern recombinant DNA techniques possible will be studied. Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. Credit cannot be awarded for both BIOL 435WI and CHEM 435WI.

**BIOL 436/CHEM 436. Biochemistry II (4; S)**

Cross-listed with CHEM 436. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 435WI or CHEM 435WI. A continuation of modern recombinant DNA techniques, with emphasis on prokaryotic and eukaryotic gene expression and regulation. The background from these studies and the prerequisite course will then be used to examine the mechanisms and control of cellular energy metabolism. Credit cannot be awarded for both BIOL 436 and CHEM 436.

**BIOL 454. Histology (4)**

Three hours lecture and three hours lab per week. Prerequisites: A "C" or better in BIOL 180 and BIOL 290. A comprehensive study of the microscopic structure and appearance of body tissues and of the tissue composition of body organs, mainly as seen in mammals, focusing on correlations between structure and function. Emphasis is placed on the laboratory with Laboratory drawings, digital images, techniques and instrumentation of light microscopy, and selected methods of sectioning, fixation, and staining of tissues.

**BIOL 470/MSC 470. Biology and Marine Science Capstone (3; F/S)**

Cross listed with MSC 470. Three hours per week. Prerequisites: A "C" or better in BIOL 223SI, BIOL 280, BIOL 290, and 10 hours of upper division BIOL courses. Students will participate in group discussions and analyze, integrate, and present findings from scientific literature that span multiple disciplines. Ethical and controversial topics that have a scientific basis will be investigated. Departmental exit exam is required. Credit cannot be awarded for both BIOL 470 and MSC 470.

**BIOL 499. Senior Seminar (1)**

One hour per week. Prerequisite: a minimum of 20 semester hours completed in biology and/or marine science, senior status or consent of the instructor. This course must be taken for a grade and is required of all students majoring in biology and marine science following the catalog year requirements prior to 2016-17. Course content will include reviews of subject material by the biology faculty, student presentations and a departmental exam.

## Chemistry Courses

### **CHEM 101. Introductory College Chemistry (4; F/S)**

Six hours integrated lecture/laboratory per week. This course cannot be used as a prerequisite for any other chemistry course. This course is an introduction to the study of chemistry and chemical principles with emphasis on the applications of chemistry to everyday life. Topics covered include atomic and molecular structure, chemical bonding, stoichiometry, gases, solutions, equilibria, kinetics, and nuclear chemistry.

### **CHEM 103. General Chemistry I (4; F)**

Six hours integrated lecture/laboratory per week. Prerequisite: A "C" or better in MATH 104 or placement in a core mathematics course. This course is geared towards science majors, and is designed to provide an in-depth understanding of the principles associated with atomic and molecular structure, chemical bonding, energy of reaction, stoichiometry, and nuclear chemistry.

### **CHEM 104. General Chemistry II (4; S)**

Six hours integrated lecture/laboratory per week. Prerequisite: A "C" or better in CHEM 103. This course is geared towards science majors, and is designed to provide an in-depth understanding of the principles associated with the states of matter, chemical kinetics, chemical equilibrium, spontaneity of chemical reactions, oxidation-reduction reactions, and electrochemistry.

### **CHEM 120. Urban Environmental Issues (3)**

Three hours per week. A non-mathematical approach to environmental issues with emphasis on air quality, water pollution and solid waste disposal in the context of an urban environment.

### **CHEM 189. Core Seminar (4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **CHEM 211SI. Oral Presentation in Chemical Science (3; F)**

Three hours lecture per week. Prerequisite: A "C" or better in CHEM 104. This course is designed to enable students to speak effectively in various professional speaking situations. These include: interviews, professional introductions, and formal research presentations. Students will be required to make presentations in differing relevant formats and styles.

### **CHEM 301. Organic Chemistry I (4; F)**

Three hours lecture per week. Prerequisite: A "C" or better in both CHEM 103 and CHEM 104. Co-requisite: CHEM 301L. This is the first of a two-semester sequence covering the chemistry of carbon-containing compounds. The course is geared towards science majors wishing to pursue graduate or professional studies. Topics to be covered include synthesis and reactivity of: alkanes, alkenes, alkynes, and alcohols. Particular emphasis is placed on stereochemistry, mechanisms, and structure/reactivity effects.

### **CHEM 301L. Organic Chemistry I Laboratory (0; F)**

Three hour laboratory per week. Co-requisite: CHEM 301. This laboratory accompanies CHEM 301, and exposes students to the methods and techniques necessary to perform organic chemical reactions.

Particular emphasis is placed on melting/boiling point determinations, extractions, distillations, recrystallizations, qualitative analysis via infrared spectroscopy, and one step organic reactions.

**CHEM 302. Organic Chemistry II (4; S)**

Three hours lecture per week. Prerequisite: A "C" or better in both CHEM 301 and CHEM 301L. Co-requisite: CHEM 302L. This is the second of a two-semester sequence covering the chemistry of carbon-containing compounds. The course is geared towards science majors wishing to pursue graduate or professional studies. Topics to be covered include synthesis and reactivity of: aromatics, ethers, epoxides, aldehydes, ketones, amines, carboxylic acids, esters, acid chlorides, anhydrides, amides, and nitriles. Particular emphasis is placed on stereochemistry, mechanisms, and synthesis.

**CHEM 302L. Organic Chemistry II Laboratory (0; S)**

Three hour laboratory per week. Co-requisite: CHEM 302. This laboratory accompanies CHEM 302, and exposes students to historically important organic reactions necessary to perform multi-step organic synthesis. Particular emphasis is placed on the isolation of organic compounds, organic reactions, multi-step synthesis, and qualitative analysis via nuclear magnetic resonance spectroscopy.

**CHEM 304. Environmental Chemistry (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in CHEM 104. The objective of this course is to provide an overview of (1) important chemical parameters relating to the environment and (2) important processes that affect the fates and effects of various pollutants. Basic principles of chemical behavior and assessment will be learned by application to the following topics: principles of environmental sampling and analysis, oxygen demand, nutrient enrichment, acidity and alkalinity, complexation, toxicology, partitioning behavior, and atmospheric oxidants. Major classes of contaminants will be addressed, with emphasis on aquatic pollutants. Students will gain elementary problem-solving skills and spreadsheet abilities. The course will consist of classroom lectures, field trips, group activities, and labs. It is geared toward students with a general chemistry background who are interested in chemical aspects of environmental issues.

**CHEM 306. Solving Problems in Organic Chemistry (1; F/S)**

One hour lecture session per week. Pass/Fail only. Co-requisite: CHEM 301 or CHEM 302. Problem solving sessions are designed to provide guidance for students in solving organic chemistry problems. Problems are derived from the textbook, worksheets, and journals. This course may be taken more than once for a maximum of two credit hours.

**CHEM 321WI. Inorganic Chemistry (4; S Even)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C" or better in both CHEM 301 and CHEM 301L. An advanced course that focuses on important topics from inorganic chemistry. Topics include: coordination chemistry, bonding models, application of spectroscopy, and other topics of current interest. Laboratory includes experiments that are designed to illustrate the lecture material. Formal scientific papers of research and/or laboratory results will be required.

**CHEM 322. Analytical Chemistry (4; S)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C" or better in CHEM 104, CHEM 301, and CHEM 301L. A study of the fundamental principles and techniques associated with classical wet methods of chemical analysis. Additional topics to be examined are sampling techniques, sample preparation, experiment design and electrochemical methods of analysis.

**CHEM 323. Instrumental Analysis (4; F Odd)** Three hours lecture and four hours laboratory per week. Prerequisite: A "C" or better in both CHEM 104 and CHEM 322. A study of the theory and application of

modern instrumentation methods of analysis. Emphasis will be placed on ultraviolet-visible, atomic absorption, infrared and Raman spectroscopy, mass spectroscopy, gas and liquid chromatography, and solvent extraction.

**CHEM 351. Advanced Experimental Chemistry (1 each; 4 max.)**

Three hours laboratory per week. Prerequisites: A "C" or better in CHEM 104 and consent of instructor. A course designed for students wishing to develop advanced laboratory techniques usually not encountered in other courses.

**CHEM 401. Physical Chemistry I (4; F Even)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C" or better in CHEM 104, MATH 300, and PHYS 152. This course is the first part of a two-semester physical chemistry sequence. This course covers thermodynamics and kinetics. Thermodynamics focuses on the gas laws, first law, second law, and third law of thermodynamics, internal energy, enthalpy, entropy, Gibb's energy, chemical potential, and how to use these thermodynamic quantities to predict the feasibility of a chemical reaction under certain conditions. Kinetics focuses on the rate laws and reaction mechanisms.

**CHEM 402. Physical Chemistry II (4; S Odd)**

Three hours lecture and three hours laboratory per week. Prerequisite: A "C" or better in CHEM 104, MATH 300, and PHYS 152. This course is the second part of a two-semester physical chemistry sequence. This course covers quantum mechanics, atomic, molecular, and nuclear spectroscopic techniques. This course utilizes calculus based mathematical methods to characterize the quantum mechanical nature of atoms and molecules. A theoretical basis for atomic spectroscopy and a variety of molecular spectroscopy are developed by using quantum mechanical methods. The students are expected to gain a deep understanding of the atomic and various molecular spectroscopic methods, and be able to choose the appropriate method to solve specific problems.

**CHEM 404. Physical Chemistry of Biological Systems (3; S Even)**

Three hours lecture per week. Prerequisite: A "C" or better in CHEM 301, CHEM 301L, and MATH 140. This course is designed to expose biochemistry students to physical chemistry. This course covers thermodynamics, kinetics and various spectroscopic methods. The emphasis is focused on how to apply principles to solve physical chemistry problems in biochemical science.

**CHEM 405. Special Topics in Chemistry (3)**

Three hours per week. Advanced topics in chemistry not covered in other courses.

**CHEM 409/BIOL 409. Pharmacology and Toxicology (3)**

Cross-listed with BIOL 409. Three hours lecture per week. Prerequisites: A "C" or better in CHEM 301; and BIOL 290. An introduction to the principles underlying pharmacology and toxicology, including the nature of drug targets, their interaction and response (pharmacodynamics), the fate of drugs within the body (pharmacokinetics), chemotherapy, toxicity classification, poisons and antidotes, adverse drug reactions, selective toxicity, drug discovery and development and clinical molecular therapeutic techniques. Selected examples will be studied to illustrate key principles of clinical pharmacology. Credit cannot be awarded for both CHEM 409 and BIOL 409.

**CHEM 410. Science Seminar (1 each; 2 max.)**

One hour seminar per week. Prerequisite: A "C" or better in CHEM 104 and consent of instructor. An interdisciplinary science seminar.

**CHEM 435WI/BIOL 435WI. Biochemistry I (4; F)**

Cross-listed with BIOL 435WI. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in CHEM 302; BIOL 190, and either BIOL 290 or CHEM 322 (BIOL 290 strongly recommended). An examination of the structures and functions of amino acids, proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics and regulation will be discussed. Prokaryotic and eukaryotic DNA replication with emphasis of the processes that make modern recombinant DNA techniques possible will be studied. Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. Credit cannot be awarded for both CHEM 435WI and BIOL 435WI.

**CHEM 436/BIOL 436. Biochemistry II (4; S)**

Cross-listed with BIOL 436. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 435WI or CHEM 435WI. A continuation of modern recombinant DNA techniques, with emphasis on prokaryotic and eukaryotic gene expression and regulation. The background from these studies and the prerequisite course will then be used to examine the mechanisms and control of cellular energy metabolism. Credit cannot be awarded for both CHEM 436 and BIOL 436.

**CHEM 450RI. Senior Project (3; S)**

One hour lecture and eight hours laboratory per week. Prerequisite: a minimum of 20 semester hours completed in chemistry, senior status, or consent of the instructor. Course content will include reviews of subject material by chemistry faculty, departmental assessment examinations, and an investigatory research project under the direction of a member of the faculty. An internship for which the student has not previously received course credit may be substituted for the research portion of CHEM 450RI if approved by the instructor. Each student is required to prepare a written report and an oral presentation on the research project. This course is research intensive and satisfies the experiential learning requirement.

**CHEM 495. Research Participation (var. 1-4; max. 4; F/S)**

This course may be taken more than once for a maximum of four credit hours. Prerequisite: consent of instructor. Students will participate in research directed by a member of the faculty.

---

**Communication Courses****COMM 101. Introduction to Mass Communication and Society (3; F/S)**

Three hours per week. This course serves as an introduction to the communication program. The study of the processes, elements, media, uses, and impact of mass media. History, development, operation, and cultural effects of books, newspapers, magazines, motion pictures, radio, television, sound recording and related media.

**COMM 201SI. Principles of Speech Communication (3; F/S)**

Three hours per week. This course will concentrate on speech delivery techniques, organization patterns and content. Students will be required to demonstrate competency in the delivery of informational, special occasion, extemporaneous, and impromptu speeches. Speeches and other oral communication presentations will be delivered in class for evaluation. Students will be taught to develop and demonstrate skills in a variety of oral communication situations. Attention will be given to each student regarding styles of delivery and content of the message.

**COMM 205. Introduction to Advertising (3; S)**

Three hours per week. This course offers an overview of the field of advertising, including its history in

the United States, advertising as a business, current career opportunities in the field, and past and current trends in both broadcasting and print media.

**COMM 207WI. Newswriting (3; F/S)**

Three hours per week. Prerequisite: ENGL 103 or consent of instructor. COMM 101 is suggested as a co-requisite. Introduction to the process of preparing news copy for mass media. Emphasis on gathering information, writing leads, and organization for straight news and feature stories. Students submit stories to campus media.

**COMM 209. History of Communication (3; S)**

Three hours per week. Prerequisite: COMM 101 or consent of instructor. Covers the origin, growth, and development of the communication and entertainment media in the United States.

**COMM 215. Public Relations Practices & Procedures (3; F)**

Three hours per week. Prerequisite: COMM 101 and ENGL 103. Survey of principles, policies, and practice of public relations. Focus will be on planning, determining publics, creating messages, researching and understanding and managing public opinion. Students will participate in actual public relations projects.

**COMM 217. Introduction to Multimedia Journalism (3; F/S)**

Three hours per week. The first course in the multimedia/broadcast journalism sequence, this course offers hands on skills focusing on the fundamental of multimedia/broadcast journalism. Topics include videography, digital non-linear editing, lighting and audio production. Course objectives include creating news packages for the student run Dolphin Channel broadcast. Students will work to demonstrate competency in lighting, composition, framing, microphone placement and recording. Special emphasis is placed on the basic skills identified by the multimedia/broadcast television industry.

**COMM 301. Effective Communication Strategies (3; F/S)**

Three hours per week. Admission is by permission of instructor. An introduction to the principles of effective interpersonal communication explored in a multi-cultural, experiential context. Emphasis is on putting into practice theory and skills in perception, listening and verbal and nonverbal message construction. Also included is an exploration of power and conflict in communication and the development, maintenance, deterioration and repair of relationships.

**COMM 302SI. Persuasive Speaking (3)**

Three hours per week. Prerequisite: COMM 201SI. This course will require students to demonstrate competency in the structure and delivery of persuasive speeches. Students will be taught to develop and display skills in debate activities. Attention will be given to each student regarding the benefits of persuasive speaking. Assignments will include class discussion in addition to speeches. Students will deliver speeches in class and will be given constructive evaluation in order to become better communicators. Students will be taught speech delivery techniques, organizational patterns and content. COMM 301 prepares student who intend to pursue further studies in speech communication and serves as a prerequisite to COMM 322 Argumentation.

**COMM 307WI. Advanced Reporting/Literary Journalism (3)**

Three hours per week. Prerequisite: COMM 207WI. Human interest stories focusing on the arts, education, health, crime and the environment. Students develop both news-feature and magazine-length pieces to be submitted to local media outlets and for publication in *Frontiers*, a magazine developed by the class containing original features.

**COMM 310. Online Journalism (3)**

Preparing multimedia journalism content for publication on the World Wide Web. Students will learn the principles of developing media packages featuring text, photos, video, audio and interactive graphics for online publication. The ethics of Web-based communication, along with blogging and social media applications will be considered. An overview of the history, technical considerations, and terminology of the Web and Internet is also covered.

**COMM 315WI. Public Relations & Advertising Writing/Strategic Communication Writing (3; F)**

Three hours per week. Prerequisite: COMM 207WI and COMM 215. Introduction to promotional, advertising, and public relations writing. Emphasis is on writing news releases, brochures, speeches, reports, proposals, memos, scripts and print and broadcast ad copy. Students will prepare promotional material for actual clients.

**COMM 317. Multimedia Journalism (3; S)**

Three hours per week. Prerequisite: COMM 217. Students participating in this class work in the “news” class. Students function as part of a team producing a weekly newscast. Students write, report, shoot, edit, anchor and produce television news. Students in this class must have mastery of the basic skills taught in COMM 217. Throughout the semester students will have opportunities to explore news story ideas and cultivate leadership skills through the role of executive producer. Television roles are rotated to provide opportunity in a variety of roles. Students present their weekly work in the format of a student television multimedia/broadcast.

**COMM 322. Argumentation (3; F)**

Three hours per week. Prerequisite: COMM 201SI or permission from the instructor. This course offers the opportunity to analyze a large variety of current issues, and includes the use of reasoning, the making of argument briefs, refutation, cross examination goals and techniques and persuasive rhetorical tools. This is a communication class and therefore students will use effective content, organization and delivery techniques as required.

**COMM 325. Social Media Management (3)**

Three hours per week. Social media and digital reputation management is an integral part to professional success. This course examines the strategic use of social media and other digital platforms for professional communications by individuals and organizations. The course emphasizes experiential learning as students create and manage a digital presence, including building professional networks and content. Students will study theories, strategies and tactics for effective digital communications. Access to a laptop or mobile device is required.

**COMM 331. Visual Communication (3; F)**

Three hours per week. The design and production of publications from the concept stage through to finished product. Includes newspapers, magazines, and various publications within public relations and advertising organizations. Emphasis is on effectively combining content with design. Topics include audience determination and appeal, design principles, use of photography and art, typesetting and typography, printing processes and budget considerations.

**COMM 332WI. Writing for Multimedia Journalism (3; F)**

Three hours per week. Prerequisite: COMM 207WI. Emphasis is on broadcast news reporting, writing, and interviewing. Study of broadcast considerations for story selection, length, and style. Lab exercises will focus on reporting and writing.



**COMM 365. Communication Theory (3; S)**

Three hours per week. Prerequisite: COMM 101. An examination of the major theoretical perspectives in mass communication, from the agenda setting functions of the media to the ways audiences use and shape media messages. The course will cover major theories and their practitioners with special attention to media consumption and use, gender and race, and the inter-relationship between mass communication theory and cultural studies.

**COMM 395. Communication Practicum (var. 1-3; F/S)**

Prerequisites: Sophomore standing, permission of the instructor and COMM 207WI. May be repeated for credit. Total hours for this or other practica, singly or in combination, may total no more than three credit hours. Students will work as reporters, photographers, editors, and advertising sales representatives on the staffs of the various media. Students will be assigned various jobs and be graded on their performance. Laboratory work on the Navigator, the weekly newspaper, and the Riparian, the yearbook.

**COMM 397. Communications Leadership Practicum (var. 1-3)**

Prerequisites: Sophomore standing, permission of the instructor and COMM 207WI. May be repeated for credit. No more than three hours for this or any other practicum, singly or in combination, may be applied to the communications major or minor. Students will work in leadership positions on the staffs of the various student media. Students will be assigned various jobs and be graded on their performance.

**COMM 401. Communicating to Diverse Publics (3)**

Three hours per week. An introduction to intercultural communication, this course focuses on differences in interpersonal communication due to race, gender, age, ethnicity and sexual orientation. An experiential approach will be used in exploring and understanding these differences. Students will select a specific targeted public for an in-depth study that will include a student guide and the creation of a mini instructional workshop.

**COMM 410. Health Communications (3)**

Three hours per week. This course examines health communication theory, research, and campaigns. At the end of this course, students will have a solid foundation to conduct and evaluate health communications campaigns, targeted to a variety of diverse publics, including patients, families, caregivers, health care providers, and health care managers. As part of this course students will participate in a real or simulated client project to demonstrate knowledge of the planning and execution of a health communications campaign.

**COMM 416. Strategic Communication Case Studies (3; S)**

Three hours per week. Prerequisite: COMM 215. A case study approach to solving public relations problems. Course will examine issues involving organizational image, internal and external audiences, media relations and public affairs.

**COMM 417. Advanced Multimedia Journalism (3)**

Three hours per week. Prerequisite COMM 317 or permission of instructor. This advanced level course builds on the fundamental principles of multimedia/broadcast journalism, story development, production, and news writing. Students work independently and in small groups utilizing digital non-linear equipment to develop, produce, shoot, and edit fully contained projects to air on the student television station, the Dolphin Channel. Students are encouraged to produce compelling documentary style videos utilizing multimedia/broadcast journalism skills and creativity.

**COMM 446. Strategic Communication Campaigns (3)**

Three hours per week. Prerequisite: COMM 101 and COMM 206. This advanced level course in advertising explores effective advertising campaigns. Students will learn the principles of conducting campaigns, including research, setting objectives, writing strategies, and accomplishing goals. Students apply the principles of effective advertising to a campaign for an actual client.

**COMM 450. Principles of Nonverbal Communication (3; F)**

Three hours per week. The course will concentrate on nonverbal communication in human interaction. Students will be taught to observe and evaluate the nonverbal language that interacts with verbal communication. The objective is to become more sensitive to how people communicate by touch (haptics), space between people (proxemics), personal appearance, environmental settings, group dynamics, body movements (kinesics), vocal sounds (vocalics), smells (olfactions), time (chronemics) and other channels of nonverbal communication. The course is taught with discussions based on the professor's and student's oral presentations.

**COMM 452. Special Topics in Communication (3)**

Three hours per week. May be repeated for credit when the topic is different. Content will change, centering on a particular topic or theme, which will be announced each semester the course is offered.

**COMM 455. Communication Law (3; S)**

Three hours per week. Prerequisite: COMM 209 or consent of instructor. Course opens with a broad discussion of the American legal system, progresses to discussions of specific key cases and issues involving freedom of the press and regulation of broadcasting.

**COMM 465. Principles of Communication Research (3; S)**

Three hours per week. Prerequisites: COMM 101, COMM 206 and COMM 215. Students will be exposed to and will carry out different types of communication research, including content analysis, surveys, focus groups, and laboratory experiments.

**COMM 475. Communication Ethics (3; S)**

Three hours per week. Prerequisite: Senior standing. An investigation of the conflicting responsibilities facing communications professionals. Using a case study approach, this course will focus on the craft of ethical decision-making within current media guidelines. Topics of discussion will include the historical roots of limitations on the media, changing social expectations for information dissemination, and editorial leadership. Cases involving conflicts of value in print, broadcasting, advertising and public relations will be analyzed.

**COMM 485. Senior Communication Seminar (3; F)**

Three hours per week. Prerequisite: Senior communication major. A culminating experience for senior communication majors, the seminar will focus on an in-depth study of current issues in media. Students will produce a research project in one of the three areas of specialization: news/editorial, broadcasting and public relations/advertising.

**COMM 490. Communication Internship (var. 3-12)**

Prerequisite: Junior or senior standing; must have a 2.5 cumulative GPA and a 3.0 GPA in their major. (GPA requirement may be waived in exceptional or extraordinary cases only.)

- For internships in print journalism, public relations and advertising, students should have completed COMM 101, COMM 201SI, COMM 206, COMM 207WI and COMM 215.
- For internships in broadcast journalism, students should have completed COMM 101, COMM 201SI, COMM 207WI and COMM 217. The course may be repeated. The student will work a

minimum of three (3) hours per week for each hour of credit and earn a maximum of six (6) hours of credit. The student will register for no more than 15 total hours during the semester in which the internship is conducted, or nine (9) hours during the summer. This internship must be arranged through the coordinator of internships for the department and approved by the chair of the Department of Communication, the chair of the Division of Humanities, the Dean of the College of Arts and a supervising representative of organization providing the internship.

---

## **Communication Sciences Disorders**

### **CSD 203. Introduction to Clinical Management (2; F/S)**

This course introduces basics of clinical practice in speech-language pathology.

### **CSD 204. Phonetics (3; F/S)**

This course provides intensive training in the use of the International Phonetics Alphabet for transcribing American English in typical and disordered speech.

### **CSD 205. Speech and Language Development (3; F/S)**

This course provides an overview of typical speech and language development. This information provides a basis for understanding atypical development, delays, and disorders of speech and language in children.

### **CSD 206. Speech Anatomy & Physiology (3; F/S)**

This course introduces elementary anatomy, physiology and neurophysiology of the speech production mechanism.

### **CSD 256/KIN 256. Biophysical Foundations in Health Sciences (3)**

Cross listed with KIN 256. Three hours per week. Course examines the biophysical sub-disciplines associated with health science. Course topics may include functional anatomy, biomechanics, exercise physiology, motor control and individual behavior. Discussion topics will primarily cover the micro phenomena of human movement studies that draw upon theories, methods, and knowledge from the cognate disciplines of biological and physical sciences. Credit cannot be awarded for both CSD 256 and KIN 256.

### **CSD 257/KIN 257. Socio-Cultural Foundations in Health Sciences (3)**

Cross listed with KIN 257. Three hours per week. This course examines the socio-cultural sub-disciplines associated with health science. Course topics may include group behavior, epidemiology, sociology, history and philosophy. Discussion topics will primarily cover the macro phenomena of human movement studies that draw upon theories, methods, and knowledge from the cognate disciplines of social sciences and humanities. Credit cannot be awarded for both CSD 257 and KIN 257.

### **CSD 300. Neuroanatomy (3; F/S)**

This course defines the structures and functions of the human nervous system and the neurological processes involved in central and peripheral neurological disorders.

### **CSD 302. Acoustics (3; F/S)**

An introduction to scientific methodologies, physics of sound and elementary instrumentation related to human speech communication.

### **CSD 303. Introduction to Language Disorders (3; F/S)**

Prerequisite: CSD 205. This lifespan course addresses the various language-based disorders of

communication including language delays and disorders in infants, toddlers, and preschoolers, language-based learning disabilities (including co-morbidity with ADHD) and reading disorders in school-aged children and youth, and aphasia and dementias in adults.

**CSD 307. Introduction to Speech Production Disorders (3; F/S)**

Prerequisite: CSD 204. This course covers speech production disorders: e.g. articulations, motor speech, resonance, voice and dysfluency.

**CSD 323/KIN 323. Epidemiology in Health Sciences (3)**

Cross listed with KIN 323. Course will examine the patterns, causes, and effects of health and disease conditions. Methodological issues related to the design, conduct, analysis, and interpretation of studies investigating the relationship among a variety of health behaviors (e.g., smoking, physical activity, diet) and diseases (e.g., cancers, heart disease) in a variety of populations (e.g., elderly, ethnic minorities) will be examined. Course will focus on the principles of the quantitative approach to public health and clinical problems. Credit cannot be awarded for both CSD 323 and KIN 323.

**CSD 324/KIN324. Ethics & Policy in Health Sciences (3)**

Cross listed with KIN 324. Course will teach how to effectively apply health policy and help understand the intricacies of legal and ethical issues in health care and public health. Credit cannot be awarded for both CSD 324 and KIN 324.

**CSD 326/KIN 326. Health Literacy (3)**

Cross listed with KIN 326. Course will examine the issues of low health literacy, research on health literacy and effective health communication techniques and discuss strategies on how to meet the challenges of low health literacy. Credit cannot be awarded for both CSD 326 and KIN 326.

**CSD 350. Special Topic (1-4, varies)**

This course allows a special topic with regard to communication disorders to be offered.

**CSD 351. Special Topic (1-3, varies)**

This course allows a special topic with regard to communication disorders to be offered. Students may repeat the course provided the topic changes.

**CSD 387. Independent Study (1-4, varies)**

This course will provide opportunity for independent examination of a topic regarding communication sciences and disorders and involve course reading and writing.

**CSD 397/398/497/498. Departmental Honors (var. 1-6)**

Prerequisite: Completion of CSD 440, cumulative GPA equal to 3.4, GPA in major of 3.75, and permission of instructor. Students seeking departmental honors must present a project prospectus to faculty in their junior year. After consulting with the primary research advisor (must be a full-time faculty member), the prospectus must be presented to the college dean, the division chair, and a supervisory committee composed of 2 other faculty members. This group will establish guidelines, supervise and evaluate the finished work prior to its presentation in a public manner. Students should enroll in CSD 397, 398, 497, 498 during the development of the project and can receive up to 6 academic credits per semester with a limit of 12 total credit hours. The deadline for project completion must be included in the prospectus. The project must be completed no later than midterm of the student's final semester.

**CSD 400. Clinical Observation (1; F/S)**

This course will serve to manage and track student observation hours that were completed with

certified speech-language pathologists engaged in assessment and treatment of patients at clinical observation sites.

**CSD 402. Audiologic Rehabilitation (3)**

*Online Course.* Methods in auditory training and speech reading with hearing-impaired individuals and overview of aural rehabilitation.

**CSD 403. Fundamentals of Hearing (3; F/S)**

Prerequisite: CSD 302. Concepts and principles relevant to the normal hearing processes: acoustics, gross anatomy, psychophysical methods and basic subjective correlates of the auditory system.

**CSD 440WS/KIN 440WS. Reading, Writing & Presenting Research in Health Sciences (3)**

Cross listed with KIN 440WS. A writing and speech intensive course that will provide an opportunity to establish understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global). Formal scientific papers of research and/or laboratory results will be required with minimum of 6,000 words. Credit cannot be awarded for both CSD 440WS and KIN 440WS.

**CSD 501. Adult language Disorders (3)**

This course covers current theories of language processing and of language breakdown subsequent to neuropathology. Course topics cover neuroanatomy, neuroimaging and psycholinguistic models of language processing. Evaluation, diagnosis, and treatment of adults with aphasia will be covered. Students will learn how to analyze language disorders in relation to current theories using a variety of diagnostic instruments and how to use the results of this analysis to plan for therapy.

**CSD 502. Articulation and Phonological Disorders (3)**

This course covers advanced principles of diagnostic and remediation of phonological disorders, childhood apraxia of speech.

**CSD 503. Pediatric Language Disorders (3)**

This addresses the wide variety of congenital and acquired language delays and disorders seen in the pediatric population. Case studies are used to lead students through the problem-solving model using evidence-based practices.

**CSD 504. Assessment and Rehabilitation in SLP I (2)**

This course provides an overview of the speech language pathologist's role in the medical environment.

**CSD 505. Grand Rounds I (2)**

Part 1 of this 2 part course provides problem based learning using video and audio presentations of complex clinical cases relevant to the discipline of speech language pathology and rehabilitation medicine.

**CSD 506. Fluency Disorders (2)**

This course covers advanced theories and techniques of diagnosis and treatment of stuttering behaviors across the life span. Case analyses and review of pertinent research are included.

**CSD 511. Motor Speech (3)**

This course reviews developmental and acquired neurogenic speech disorders and their associated neuropathology, etiology, characteristics, assessment practices, and treatment strategies.

**CSD 512. Clinical Ethics and Policy (3)**

This course content includes case law, state regulations, and federal legislation impacting the delivery of speech-language pathology services. Expansion of understanding of ethical issues through the use of case studies and ethical problem-solving/decision-making activities.

**CSD 513. Grand Rounds II (2)**

Prerequisite: CSD 505. Part 2 of this 2 part course provides problem based learning using video and audio presentations of complex clinical cases relevant to the discipline of speech language pathology and rehabilitation medicine.

**CSD 514. Augmentative Communication (2)**

Prerequisite: CSD 503. This course reviews diagnosis, intervention, and current research for non-speech communication. Survey of issues and research pertinent to the use of unaided and aided augmentative and alternative communication methods by persons with deficits in speech, language and writing will be covered.

**CSD 515. Audiological Assessment and Rehabilitation (2)**

Procedures in audiometry, masking, and audiogram interpretation will be included in this course. Educationally and medically related aspects of hearing disorders will be covered including auditory processing disorders, age-related hearing loss, noise-induced hearing loss, types of hearing aids, and cochlear implants.

**CSD 516. Audiological Assessment and Rehabilitation Lab (1)**

Must be co-registered with CSD 515. This course covers advanced analysis and description of the electroacoustical properties of sound. It also provides opportunities to conduct basic hearing evaluations/screenings including screening individuals for hearing loss or middle ear pathology using conventional pure-tone air conduction methods otoscopic inspection, otoacoustic emission screening, and/or screening tympanometry.

**CSD 517. Practicum in Speech-Language Pathology I (2)**

Students are assigned their first field-based experience from a variety of affiliated clinical settings. Acceptable and verified clinical hours will be applied toward ASHA certification.

**CSD 520. Dysphagia Management (4)**

This course will cover anatomy, physiology, and neurology of normal swallowing including diagnostic procedures and treatment protocols.

**CSD 521. Assessment and Rehabilitation in SLP II (2)**

This course provides an overview of the speech language pathologist's role in the medical environment.

**CSD 522. Reading Disabilities (2)**

This course covers contemporary theories, research, and clinical applications in the areas of language and literacy for typical and atypical learners.

**CSD 527. Practicum in Speech-Language Pathology II (3)**

Students are assigned their second field-based experience from a variety of JU affiliated clinical settings. Acceptable and verified clinical hours will be applied toward ASHA certification.

**CSD 530. Individual Study (1-3; max: 9)**

Supervised study of specialized topic or research project.

**CSD 531. Rehabilitation Research Design (3)**

This course introduces principles of research design and analysis and provides critical evaluation of research and of evidence-based practice.

**CSD 532. Voice and Resonance Disorders (3)**

This course provides advanced theory and techniques for the diagnosis and remediation of voice and resonance disorders across the life span.

**CSD 533. Endoscopy (2)**

This course provides supervised and structured hands-on training designed to develop skills in the endoscopic assessment of swallowing function.

**CSD 534. Communicating with Patients and Families (3)**

This course provides knowledge and skills related to appropriate communication with patients and their families/caregivers/significant others in clinical settings. The critiquing of videotaped sessions with clients/patients and clinical reports will be included.

**CSD 535. Proseminar (1)**

This course involves presentations led by faculty and MS students based on research or issues in the discipline.

**CSD 537. Practicum in Speech-Language Pathology III (3)**

Students are assigned their third field-based experience from a variety of JU affiliated clinical settings. Acceptable and verified clinical hours will be applied toward ASHA certification.

**CSD 541. CSD Communication Disorders in Medically Complex Pediatric Populations (3)**

This course examines numerous topics encountered by therapists working with medically complex children. The course will incorporate demonstrations of diagnostic and treatment protocols to enhance students' understanding of the material and is equally well suited for students and experienced therapists.

**CSD 550. Externship in Speech-Language Pathology (2-6; variable credit)**

A capstone experience as full-time (30-40 hours per week depending on site) clinical experience in speech-language pathology. Students are expected to demonstrate increasing independence in the provision of diagnostic and therapeutic services in a clinical setting. NOTE: All services provided by students will continue to be supervised in accordance with regulations pertinent to each site and as determined by ASHA.

**CSD 551. Research for Master's Thesis (4)**

---

**Computing Science Courses****CS 150. Personal Productivity Using Technology (3; F, S)**

Three hours per week. Students will learn to enhance their personal productivity and problem solving

skills using end-user tools including word processing, spreadsheets, presentation and Internet tools. Satisfies the University Core Curriculum Technology requirement.

**CS 158. Application Development I (4; F)**

Four hours per week. This course may not be taken for credit after credit has been earned in CS 160. Fundamental strategies needed for successful systems development. Topics include algorithm and program development using modularization, selection, sequence and iteration constructs.

**CS 160. Application Development II (4; S)**

Four hours per week. Prerequisite: CS 158 or consent of a CS faculty member. Continuation of CS 158 to include designing and analyzing solutions, testing and debugging, and documentation. Topics include collections, file processing, creating and testing classes, encapsulation and inheritance.

**CS 170. Introduction to Scientific & Engineering Programming (3; S)**

Three hours per week. Prerequisites: MATH 140 and either CHEM 103, PHYS 151 or PHYS 111. A problem solving course with emphasis on scientific and engineering algorithms and program design. Students complete a variety of laboratory exercises.

**CS 199. Introduction to Special Topics in Computing Science (var. 1-4)**

This course may be offered on demand. Covering predetermined introductory special topics of student interest and computing science information systems significance.

**CS 210. Web Applications I (3; F)**

Three hours per week. Prerequisite or co-requisite: CS 150. An introduction to creating web pages using HTML and emerging technologies. Design strategies are explored. Use of multimedia, forms, JavaScript, etc. in website creation is introduced.

**CS 220. Introduction to Computer Systems (3; S)**

Three hours per week. Principles and application of computer hardware, systems software and computer networking will be explored through lectures, installations, configuration and operations experiences.

**CS 245. Algorithms (3; F)**

Three hours per week. Prerequisite: CS 160. A detailed study of algorithm design and analysis, including greedy algorithms, divide and conquer, dynamic programming, backtracking, and branch and bound. Some advanced data structures and parallel distributed programming are introduced. There is an emphasis on the verification and analysis of time and space complexity.

**CS 300. Advanced Programming (3)**

Three hours per week. Prerequisite: CS 160. May be repeated once for credit when subject matter changes. Special topics in programming.

**CS 301. Introduction to Cybersecurity (3; F)**

Three hours per week. Prerequisite: CS 160. Overview of cybersecurity topics, including malware, Wi-Fi, phishing, spyware, firewalls, identification and authorization, penetration testing, software security, intrusion detection, wireless and mobile security.

**CS 303. Operating Systems (3; F)**

Three hours per week. Prerequisite: CS 160 or equivalent. An introduction to operating systems. Topics include how operating systems are used to implement functions such as process management, memory



management, file management, and I/O management. A portion of the course is devoted to shell programming in a Linux environment. Also included are system utilities, system administration and system security.

**CS 305. Human Computer Interaction (3)**

Three hours per week. Prerequisite: CS 160. Basic principles, procedures, and models of human-computer interaction are discussed and applied through development of various prototypes. Usability engineering and research in human computer interaction are also addressed.

**CS 309. Mobile Applications (3)**

Three hours per week. Prerequisite: CS 340. Topics include the design and development of software for mobile devices, taking into consideration platform specific constraints. May be repeated once for credit when platform API changes.

**CS 330. Networks & Wireless Communication (3; S)**

Three hours per week. Prerequisite: CS 158. This course introduces data communication and telecommunication models and standards. Concepts and standard organizations will be studied including wireless networking, location-aware computing, and ad-hoc networks. Installation, configuration, systems integration and management of the technologies will be practiced.

**CS 340. Data Structures (4; S)**

Four hours per week. Prerequisites: CS 245. Prerequisite or co-requisite: MATH 150. This course focuses on object oriented methodologies. Emphasis will be on algorithm analysis and construction and application of abstract data types such as lists, stacks, queues and trees.

**CS 345SI. Internet Security (3; S)**

Three hours per week. Prerequisite: CS 301 and CS 330. Topics include router and switch architecture, firewall, host security, authentication, cryptography, email security, denial of service attack. Wireless and mobile security topics are also covered. This course is speech intensive with instruction on presentation strategies.

**CS 350. Architecture and Organization (3; F)**

Three hours per week. Prerequisites: CS 160. This course is a two-part course. The hardware portion covers fundamental digital circuits, processor design, and related topics culminating in creation of a simple digital circuit project. The software portion covers assembly language, including macros, linking and loading. Other topics include input/output facilities, multiprocessing, multiprocessing and real time programming.

**CS 355. Programming Languages (3)**

Three hours per week. Prerequisite: CS 340. Formal definition of languages, including syntax and semantics. A comparative study of major programming languages. Global properties of languages. Effective programming design techniques.

**CS 360. Database Design & Development (3; F)**

Three hours per week. Prerequisite: CS 160. This course presents database design and processing concepts. Topics will include data modeling, database processing, SQL, security, recovery and concurrent access. Extensive work in implementing solutions is required.

**CS 362. Systems Administration (3; F)**

Three hours per week. Prerequisite: CS 301 and CS 303. Technical knowledge and practical experience in

managing computer systems running various operating systems. Topics covered include installation, configuration, updates, and troubleshooting of hardware and software components, adding users, groups and roles to the system, maintaining network to ensure that it is secure and operating properly, analyzing network to track performance and boost speed and efficiency.

**CS 365SI. System Analysis & Logical Design (3; F)**

Three hours per week. Prerequisite: CS 160. Speech-intensive with instruction on presentation strategies. Emphasis will be on systems planning, definition and analysis through the use of tools and techniques for describing data, process and object models. Practice will be provided for cooperative work within a project team.

**CS 366. Physical Design & Implementation (3; S)**

Three hours per week. Prerequisite: CS 360 and CS 365SI. Students who have completed the Systems Analysis and Logical Design course will extend their knowledge by designing and implementing an information system. Emphasis will be on designing and providing systems integration, support and maintenance in a programming environment. Further practice within a project team will be provided.

**CS 376. Social Issues and Professional Practice (2; S)**

Two hours per week. Prerequisite: Junior standing. This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the utilization of information technology. Students will explore ethical and social issues arising from the computerization of industry and government, with emphasis on copyright, security, and privacy issues.

**CS 380. Web Programming (3)**

Three hours per week. Prerequisite: CS 160. Students will plan, implement, design and develop Web based projects using HTML and emerging technologies. Use of multimedia, forms, JavaScript, etc. in website creation is introduced. Both client and server side applications will be created.

**CS 395SI. Software Engineering (4; F)**

Four hours per week. Prerequisites: CS 360 and CS 376. The lifecycle of a software system, including requirements elicitation, analysis and specifications; design; construction, verifications and validation; deployment; and operation and maintenance will be the focus of the course. Tools used by practicing software engineers will be used to develop, analyze and model software artifacts. Practice will be provided for cooperative work within a project team. This course is speech intensive with instruction on presentation strategies.

**CS 405. Artificial Intelligence (3)**

Three hours per week. Prerequisite: CS 340. This course introduces the basic ideas and techniques underlying the design of intelligent computer systems. A specific emphasis will be on the methodology used to treat knowledge representation, formal logic (classical propositional logic, first order predicate logic, automated theorem proving), pattern recognition; natural and programming language processing.

**CS 414. Penetration Testing and Digital Forensics (3; F)**

Three hours per week. Prerequisites: CS 301 and CS 330. A detailed study of penetration testing and forensics techniques and tools, including pen test planning and scoping, in-depth scanning, exploitation and post-exploitation, password attacks, wireless and web apps penetration testing, computer forensics, network forensics, and smart phone forensics.

**CS 427. Intrusion Detection (3; F)**

Three hours per week. Prerequisite: CS 301 and CS 330. Technical knowledge, insight, and hands-on

training necessary to analyze network traffic for signs of intrusion. Students will gain hands-on experience to configure and master open-source tools such as tcpdump and Wireshark.

**CS 440. Special Topics in Computer Science (3)**

Three hours per week. Prerequisite: Consent of instructor. May be repeated for credit when topic changes. Selected topics of student interest and of significance in the field of computing science.

**CS 450. Modeling and Simulation (3)**

Three hours per week. Prerequisites: CS 245 and MATH 205 or MATH 316. Relevant theoretical and numerical tools are explored for building models of complex physical phenomena and to simulate their behavior using computers. Students learn fundamental concepts and implementation of algorithms in various scientific programming environments. Throughout, applications in the sciences are emphasized.

**CS 455WI. Project Management & Practice (3; S)**

Three hours per week. Prerequisite: CS 366 or CS 395SI, senior status and consent of CS faculty advisor. CS majors will complete the design and implementation of a significant information system. Project management and systems integration will be components of the project experience. Students will write documentation for all phases of the project.

**CS 465WI. Cybersecurity Practicum (3; S)**

Three hours per week. Prerequisite: CS 427 and senior standing. Students will complete a high-level practical project related to cybersecurity. All phases of the project will be documented.

**CS 490. Computer Internship (var. 0-6)**

Open to qualified seniors and second-term juniors. Work experience in computing in business, industry, and government. Student must make application and have demonstrated expertise in computing.

---

**Dance Courses**

**DANC 102. Tap Dance I (2; max 4; F)**

Two hours per week. May be taken for a maximum of two (2) times with departmental approval. An introduction to tap dance for those with little or no prior training. Emphasis on development of fundamental skills, origins of the technique, and basic vocabulary. This course is recommended for Musical Theatre students, but is open to all students interested in body coordination, rhythm and expressive exercise.

**DANC 104. Body Conditioning & Stretch (1; max. 2)**

Two hours per week. A physical approach to an increased understanding of the practical development of the individual student's muscular strength and flexibility. This class will focus on the proper approach to body alignment and physicality that aids in the prevention of injury.

**DANC 106-107. Ballet I (2 each; max. 6)**

Three hours each per week. Open to non-majors and majors with limited or no ballet training. An introduction to classical ballet which includes the study of basic theory, vocabulary and technique.

**DANC 108-109. Modern Dance I (2 each; max. 6; S)**

Three hours each per week. An introduction into modern dance for those with little or no prior training. Emphasis on the development of fundamental modern dance skills.

**DANC 110-111. Jazz I (2 each; max. 6; S)**

Three hours each per week. May be taken for credit a maximum of three (3) times with departmental approval. Designed for students wanting an introduction to the mechanics of movement jazz dance originating from the syncopation rhythm of jazz music.

**DANC 112. Aerobics I (1; max. 2; S)**

Two hours per week. May be taken for credit a maximum of two (2) times. The student works on toning the muscles and increasing cardiovascular capability through aerobic movement, stretching and calisthenics with emphasis on the proper components of fitness for a healthy lifestyle.

**DANC 113. Dance Appreciation (3)**

Three hours per week. Fulfills University core curriculum Fine Arts requirement. A look at the art of dance from the audience perspective. Different styles of dance, the history and development of classical ballet and modern, and the direct cultural parallel of dance and society.

**DANC 139. Choreography I (2; max. 4; S)**

Three hours per week. Prerequisites: placement at the 200 level of ballet or modern or permission of instructor. May be taken for credit a maximum of two (2) times with departmental approval. An introductory study of the elements of choreography, the creative process and problem solving, and the aesthetic tradition of dance.

**DANC 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**DANC 206-207. Ballet II (2 each; max. 6)**

Four and a half hours each per week. Prerequisite: DANC 106-107 or permission of instructor. May be taken for credit a maximum of three (3) times with departmental approval. Designed for the intermediate dancer. Emphasis on technical growth and strength with a total body awareness of port de bras and leg movement continuity. Barre and pointe work included. The theory, vocabulary and historical significance of ballet as an art form is emphasized.

**DANC 208-209. Modern Dance II (2 each; max. 6)**

Four and a half hours each per week. Prerequisite: DANC108-109 or permission of instructor. May be taken for credit a maximum of three (3) times with departmental approval. Continued exploration of dance aesthetics, movement skills, and the creative process. Students define and expand their movement awareness through technique, performance and improvisational opportunities.

**DANC 210-211. Jazz II (2 each; max. 6;)**

Three each hours per week. Prerequisite: DANC 110-111 or permission of instructor. May be taken for credit a maximum of three (3) times with departmental approval. Stylized jazz dance concepts are emphasized with increased focus on placement, coordination, isolations and rhythms.

**DANC 220. JU Dance Ensemble (Apprentice Group/JU Dance Theatre) (1)**

Prerequisite: Demonstrated ability to perform at the 200 level in at least two dance techniques and invitation of the dance faculty. May be repeated for credit. This ensemble works with the JU Dance

Theatre as an apprentice group. Ensemble members have opportunities to learn by participation in performances, lecture-demonstrations, informal and formal concerts, the Student Choreography Concert and other programs involving the dance program.

**DANC 239. Choreography II (2; max. 4; F)**

Three hours per week. Prerequisite DANC 139 or permission of instructor. May be taken for credit a maximum of two (2) times with departmental approval. Further development of the elements introduced in Choreography I concentrating on compositional form based on content created through improvisation and aesthetic discoveries with emphasis on individual and group movement style development.

**DANC 306-307. Ballet III (3 each; max. 9)**

Six hours each per week. Prerequisite: DANC 206-207 or permission of instructor. May be taken for credit a maximum of three (3) times with departmental approval. The study of more advanced technique and correct alignment with focus on an increased complexity of dance combinations. Pointe work is strongly emphasized for potential BFA candidates

**DANC 308-309. Modern Dance III (3 each; max. 9)**

Six hours each per week. Prerequisite: DANC 208-209 or permission of the instructor. May be taken for credit a maximum of three (3) times with departmental approval. Emphasis on the student's development of the body of knowledge and awareness necessary to further their technique, aesthetics, and creativity including increased proficiency of control, strength, flexibility and movement retention.

**DANC 310-311. Jazz III (2 each; max. 6)**

Three hours each per week. Prerequisite DANC 210-211 and permission of instructor. May be taken for credit a maximum of three (3) times with departmental approval. A continuing study of advanced jazz technique, increasing the complexity of combinations with further development of style and performance qualities.

**DANC 317. Dance History & Criticism I (3; F Odd)**

Three hours per week. Study of the origins of dance from its earliest recorded times through the early 20th-century. Focus will be on the development of dance as a concert art and specifically the formation of ballet and its earliest creators and performers.

**DANC 318WI. Dance History & Criticism II (3; S Even)**

Three hours per week. Study of dance development from 1900 through today. Focus will be on the dynamic contributions of modern dance pioneers, the evolution of modern dance, dance in America and the development of "theatre dance," and the awareness of successful professional and pre- professional dance companies performing today.

**DANC 320. Dance Theatre (1)**

Prerequisite: Demonstrated ability to perform in ballet and modern dance at the 300 level. By invitation of faculty only. May be repeated for credit. The Jacksonville University Dance Theatre provides practical experience in the areas of performance, repertory, and choreography through an intense rehearsal process and public performances of university dance concerts presenting faculty and guest choreography. Each student is expected to strive toward professional standards in classical ballet, modern, and jazz dance performance and repertory.

**DANC 335. Dance Teaching Methods (3; S Odd)**

Three hours per week. This course will also incorporate requirements to fulfill the EDU 401 component

to satisfy the Secondary Education minor. Develop skills for teaching all age levels of dance by understanding developmental ability, preparing concise and effective lesson plans, selecting age appropriate music and activities, setting goals and communicating with clarity. The fundamental business aspects of running a dance studio or dance company are also discussed.

**DANC 339. Choreography III (2; max. 4; S)**

Three hours per week. Prerequisite: DANC 139, 239 or permission of the instructor. May be taken for credit a maximum of two (2) times with departmental approval. Continued study in the creative process of choreography with more complex approaches to music, structure, philosophical intent and audience perception.

**DANC 380. Dance Kinesiology (3; F)**

Three hours per week. The study of movement with emphasis on body-part relationships and anatomical and physiological functions before, during and after participating in dance and other physical activities.

**DANC 406-407. Ballet IV (3 each; max. 9)**

Six hours per week. Prerequisite: DANC 306-307 or permission of the instructor. May be taken for credit a maximum of three (3) times with departmental approval. Advanced study for the serious student with a high level of technical ability. Dance combinations will increase in length and complexity with emphasis on performance and artistry. Pointe work is required for BFA degree candidates.

**DANC 408-409. Modern Dance IV (3 each; max. 9)**

Six hours per week. Prerequisite: DANC 308-309 or permission of the instructor. May be taken for credit a maximum of three (3) times with departmental approval. The advanced level class stresses the development of professional, technical and aesthetic skills for performance. Improvisation is utilized to foster the kinesthetic experience.

**DANC 420SR-421SI. Senior Seminar (3 each; max 6; S)**

Three hours each per week. Prerequisite: Sophomore Review; co-requisite: DANC 320. May be taken for a maximum of six (6) credit hours. The Senior Seminar is designed as culmination of the four years of undergraduate study in dance incorporating the creative, aesthetic, and philosophical ideology acquired during that period. Requirements include research, performance and choreography. Optional is a service-learning component for the student experience. DANC 420SR is research intensive and satisfies the experiential learning requirement.

**DANC 439. Choreography IV: Workshop (2; max. 4; F)**

Three hours per week. Prerequisites: Successful completion of DANC 139, 239 and 339. May be taken for credit a maximum of two (2) times with departmental approval. Class is open to both choreographers and performers. Preparation of compositions for individual dancers and groups. From these studies, pieces will be selected to be fully produced at the Student Choreography Concert. Students receive instruction in the design of costumes, lighting and sets for their compositions.

**DANC 476. Special Topics: Seminar in Dance (var. 1-3)**

Three hours per week. Prerequisite: Permission of instructor. May be repeated for credit as the topic changes. Particular topics and subjects in the study of Dance.

**DANC 490. Dance Internship (var. 0-6)**

Minimum of 12-15 hours per week at an appropriate dance school or organization. The program provides the student with an opportunity to participate in dance, dance management, or other related

studies to learn the skills, techniques and procedures which contribute to successful dance training and/or performance.

**DANC 500. Graduate Seminar (2; max 4)**

This course will be repeated in the second Summer Intensive for additional two (2) credits. This visiting lecture series will meet weekly during the Summer Intensive. The series will include six different visiting artists from around the world. In each of the six weeks with six different artists, a wide perspective on the various approaches to dance making will be presented and discussed. This course will allow candidates the opportunity to develop and articulate the writing skills necessary for MFA level work.

**DANC 510. Examining Practice I (3)**

This initial course is designed to offer a series of experiences that will help redefine and explore different approaches to choreographic processes. The focus of the component lies clearly in the physical realm of choreography as practiced-based research.

**DANC 511. Examining Practice II (2)**

Prerequisite DANC 510. Extended exploration of DANC 510. This course is designed to offer a series of experiences that will help redefine and explore different approaches to choreographic processes. The focus of the component lies clearly in the physical realm of choreography as practiced-based research.

**DANC 512. Examining Practice III (2)**

Prerequisite DANC 511. Extended exploration of DANC 511. This initial course is designed to offer a series of experiences that will help redefine and explore different approaches to choreographic processes. The focus of the component lies clearly in the physical realm of choreography as practiced-based research.

**DANC 513. Examining Practice IV (3)**

Prerequisite DANC 512. Extended exploration of DANC 512. This initial course is designed to offer a series of experiences that will help redefine and explore different approaches to choreographic processes. The focus of the component lies clearly in the physical realm of choreography as practiced-based research.

**DANC 515. Methods of Practice (1; max 2)**

This course will be repeated once for credit. The multi-disciplinary nature of current arts practice suggests that today's artists need to go beyond their particular art form, and understand the issues that confront making and presenting across the arts as a whole. Through a series of lectures- including those from practicing artists discussing their work in relation to the tensions of making and presenting - and through supporting discussions, related activities and self-directed tasks, this course is designed to broaden the students' understanding of the other arts, and to familiarize them with issues relating to practice. This in turn is intended to help students put their work in a broader arts context, to explore correspondences and differences, and to question their creative practice in light of other arts practices.

**DANC 517. Dance History, Theory and Criticism I (2)**

This course explores contemporary dance theory and methods of dance historiography from European practices. Close examination of Rudolph Laban's contribution to analyzing movement and a historical account of the development towards a physical theatre in Europe. Readings, performance viewings and discussion sections create context for consideration of the corporeal.

**DANC 518. Dance History, Theory and Criticism II (2)**

This course explores contemporary dance theory and methods of dance historiography from American

practices. Close examination of American Modern and Commercial dances contribution to field of Dance at large. Readings, performance viewings and discussion sections create context for consideration of the corporeal.

**DANC 520. Contemporary Body Practices (3; max 6)**

This course will be repeated once for credit. This core course combines somatic theory with practical application to dance choreography and training. In this applied (studio) course, candidates will attend seminars during the Summer Intensive for discussion and experiential work in somatic practices. Students will focus on ways somatic practices can influence movement aesthetics and develop a heightened sense of proprioception. Simultaneously, it is a movement education and re-education; thus allowing the candidate to fully realize the phenomenal and performative approach to movement.

**DANC 521. Creative Synergies (1; max 2)**

This course will be repeated once for credit. This course emphasizes the essentially collaborative nature of performance practice. It offers the opportunity to experiment with new kinds of collaborative relationships and to observe, create, and discuss the choreographer's role in the transformation of ideas into performance works. Through three intensive collaborative projects, students engage with other artists and artistic practices and/or with various practitioners from other disciplines, such as: designers, scientists, actors, musicians, writers, mathematicians, etc. as a means of realizing their artistic vision.

**DANC 522. Body Politics (2)**

This course examines the performing body in society as cultural phenomena that are tied to a wealth of complex social interactions making dance a vital discipline in the 21st-century.

**DANC 530. Intermedia I (3)**

This course is a multimedia class that combines training and experimentation in various types of technology.

**DANC 531. Intermedia II (3)**

Advanced study and implementation of various types of technology.

**DANC 532. Research and Development I (2)**

This course is a student-devised process in which the exploration of ideas and the use of resources in preparation for the project are key elements. It offers students the opportunity to further identify their interests and creative focus, and to develop artistic strategies to explore these concepts in relation to their final work.

**DANC 533. Research and Development II (2)**

A continuation of DANC 532. This course is a student-devised process in which the exploration of ideas and the use of resources in preparation for the project are key elements. It offers students the opportunity to further identify their interests and creative focus, and to develop artistic strategies to explore these concepts in relation to their final work.

**DANC 535. Pedagogy I (3)**

This seminar will focus on contemporary and historical approaches to dance pedagogy as directly related to ballet and contemporary/modern techniques and its application.

**DANC 536. Pedagogy II (3)**

This course is an extended study of DANC 535. Advanced study of contemporary and historical



approaches to dance pedagogy as directly related to ballet and contemporary/modern techniques and its application.

**DANC 540. Graduate Critique (2; max 4)**

This course will be repeated once for credit. This course uncovers the various modalities and underpinnings inherent in creating, performing and spectating; it serves as an open platform for candidates to create, present, discuss and critique choreographic work.

**DANC 550. Research-Based Project/Thesis (4)**

The project is the culmination of the courses and comprises a significant choreographic work or works which will be presented in a public place. After agreement regarding candidate's final proposal, candidate will work independently with the support of a tutor and with technical assistance as negotiated. The project will be a substantial researched work reflecting the depth of study and demonstrating a distinctive choreographic voice.

**DANC 551. Advanced Practicum (4)**

This course is Pass/Fail. Continued development and implementation of Research Project and Thesis.

**DANC 560. Research-Based Project/Thesis Continuous Enrollment (1)**

This course is Pass/Fail. Prerequisite: DANC 550. May be repeated for credit. Students must enroll in DANC 560 each subsequent semester until the completion of the research-based project/thesis. Faculty will periodically review individual student's progress in meeting course goals and completing the project/thesis. Upon completion of the project/thesis, faculty will approve the final paper and arrange for final paper presentation sessions. Students are expected to complete all objectives for DANC 550 and finalize their projects for committee approval prior to their presentations.

**DANC 580. Portfolio (2)**

Extensive body of professional work evaluated by a panel of faculty and artists from the field of dance. The portfolio is to include candidate's curriculum vitae and media.

---

**Decision Science and Information Management Courses**

**DSIM 201. Business Statistics (3; F/S)**

Three hours per week. This is an introductory course in statistics and its applications to business. Topics include: descriptive statistics, basic probability concepts, estimation, hypothesis testing, ANOVA and regression. Microsoft Excel will be used as a tool throughout the course.

**DSIM 203RI. Applied Business & Economics Analysis (3; F/S)**

Three hours per week. A study of the application of analytical techniques to economic analysis and business decision-making. This class will help students in their career by learning to design and develop business intelligence systems that help reduce the complexity of organizing and distributing information in national and international organizations. Topics include the collection, presentation, and analysis of business and economic data using microcomputer technologies and other business intelligence tools. This course is research intensive and satisfies the experiential learning requirement. Satisfies the University Core Curriculum Technology requirement.

**DSIM 305. Quantitative Business Methods (3; F/S)**

Three hours per week. Prerequisite: DSIM 201. This course covers a variety of quantitative techniques utilized by managers to enhance decision-making. Topics to be covered are decision theory, forecasting,

inventory control, linear programming, transportation and assignment problems, project management techniques such as PERT and CPM, waiting line models and statistical quality control.

**DSIM 307. Introduction to Business Analytics (3; F)**

Prerequisites: DSIM 203RI; and pre or co-requisite: DSIM 201 or consent of instructor. Business Analytics is the use of data, information technology, statistics, and quantitative analyses for continuous iterative exploration and investigation of data to gain insight and drive business planning. In other words, how can companies use the vast amounts of data available to them to make better decisions? This course applies descriptive, predictive and prescriptive analytics to transform data into actionable information. The topics covered will include statistics and data visualization (descriptive models), time series analysis and forecasting (predictive models), and optimization simulation and decision analysis (prescriptive models).

**DSIM (MGT) 350. Project and Operations Management (3; F/S)**

Three hours per week. Prerequisite: MATH 112 or MATH 140. This course is intended to introduce the student to the activities necessary to produce and deliver goods and services in today's businesses. Project management will be emphasized as a major technique to plan, schedule and control important projects. Other concepts to be covered include design, total quality management/six sigma, inventory, facility layout, supply chain management, capacity planning and reliability/maintenance. The ability to operate under a variety of constraints is emphasized in the course.

**DSIM (MGT) 370. Management of Information Technology (3; F/S)**

Three hours per week. Prerequisite: DSIM 203RI. This course provides the student with critical study of information technology. The focus will be on management of information technology as a primary functional area of modern business organizations. Emphasis will be on the integration of technology and business processes, web-based systems, the Internet, intranets and extranets. ACCT 370 and SPO 370 will not substitute for DSIM 370. Double majors will be handled by Chair approval only.

**DSIM 371/MKG 371. E-Business Management (3; F/S)**

Cross-listed with MKG 371. Three hours per week. Prerequisites: DSIM 203RI. This course prepares the next generation of business managers for success in electronic business. It explores the tools, skills, business and social implications of emerging electronic business. In addition to acquiring basic skills for identifying electronic business opportunities and creating a presence in the online marketplace, the student reexamines fundamental processes of business as they are performed in cyberspace in contrast to the marketplace. Topics include an introduction to the economics of information and information products, the roles of e-supply chains, corporate portals and public business-to-business exchanges; e-support services, auctions and e-commerce security issues and processes; the impact of e-commerce on organizational strategy and industry structure; in depth assessment of successful e-commerce strategies; and innovative e-commerce systems. Students have to complete an organizational case study of e-business technology implementation and create a business plan for a technology venture. Credit cannot be awarded for both DSIM 371 and MKG 371.

**DSIM 405/ECON 405. Advanced Statistics and Econometrics (3; F)**

Cross listed with ECON 405. Prerequisites: DSIM 201, DSIM 203RI, ECON 201, and ECON 202. Advanced statistics and econometrics is concerned with the combination of economic, mathematical, and computer techniques in the analysis of economic and business problems such as forecasting, demand and cost analyses, model-building, and testing empirical implications of theories. This course expands on the statistical analysis methods from DSIM 301. The emphasis of the course will be the application of economic theory through econometric modeling using real world data. The statistical topics covered

include probability, descriptive and inferential statistics, linear regression, time series methods, multiple regression, and forecasting. Credit cannot be awarded for both DSIM 405 and ECON 405.

**DSIM 410. Business Database Analysis (3; F)**

Prerequisites: DSIM 201, DSIM 203RI, and DSIM 370. This course offers an in-depth exploration of all the principles and techniques for managing corporate data resources from an applied perspective. The course is designed to provide not only a strong theoretical foundation, but also the technical skills required in analyzing, designing, implementing, managing, and utilizing information repositories. Topics covered include database systems, database design, database schemas, database manipulation, data mining and reporting using SQL. This course provides significant hands-on experience using current data management techniques for business analytics; therefore, the strategic roles that data and information play in business operations, customer relationship management, business decision-making, and strategy development are also discussed.

**DSIM 415. Management Science (3; S)**

Prerequisites: DSIM 201 and DSIM 305. This course introduces students to the theory and applications of optimization. Optimization can prescribe better decisions instead of just showing insights derived from data. We focus on how these types of analyses help businesses create value and sustain high performance throughout their operations, for both products, and services. A variety of quantitative techniques, which are widely used by managers to enhance decision-making will be covered. Topics to be covered include linear programming and some of its most common applications in manufacturing, transportation, marketing, finance, etc., as well as, integer programming, network optimization models, queuing models, and data envelopment analysis.

**DSIM 420. Visual Analytics, Capstone (3; S)**

Prerequisites: DSIM 201, DSIM 203RI, and DSIM 370. This course provides an introduction as well as hands-on experience to the field of data visualization. Students learn basic visualization design principles to create meaningful displays of quantitative and qualitative data in order to communicate its contents and reveal trends and patterns. They learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical, network/graph-based data and large data sets. Topics covered include data representation, information visualization, and how to select a visualization toolkit. Students will learn how to create a Dashboard from business data that presents meaningful business information in the most compelling and understandable context to a variety of audiences. At the end of the course, the student will be able to identify which visualization technique will drive the most impact under a variety of business decision making scenarios.

**DSIM 435/MKG 435. Marketing Analysis (3; F)**

Cross listed with MKG 435. Three hours per week. Prerequisites: MKG 301 and DSIM (BUS) 301 or permission of the instructor. This course examines the use of marketing research, business analytics and data analysis tools commonly used to identify market opportunities, define target markets and develop product-positioning strategies. Credit cannot be awarded for both DSIM 435 and MKG 435.

**DSIM 480. Special Topics in Business Analytics (3; max. 6)**

Three hours per week. Prerequisites: Junior or senior status and consent of instructor; DSIM 307. A study of selected topics of major interest in business analytics not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum credit of six hours.

**DSIM 490. Internship in Business Analytics (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**DSIM 509. Essentials of Quantitative Methods (3; S)**

This course introduces students to basic statistical concepts and procedures. Topics to be covered are descriptive statistics (measures of central tendency and dispersion), elementary probability, the normal distribution, estimation (confidence intervals for the mean using the normal and t distribution), hypothesis testing of a single mean using the normal and t distribution, correlation and regression.

**DSIM 510. Fundamentals of Quantitative Methods (3; S)**

This course introduces students to basic statistical concepts and procedures. Topics to be covered are descriptive statistics (measures of central tendency and dispersion), elementary probability, the normal distribution, estimation (confidence intervals for the mean using the normal and t distribution), hypothesis testing of a single mean using the normal and t distribution, correlation and regression. Offered on a Pass/Fail basis only.

**DSIM 518/PPOL 618. Competing through Innovation & Information Technology (3)**

Cross listed with PPOL 618. Provides an overview of business information technologies and their varied application across the value chain. Emphasis is placed on assessment of current technologies, technology trends and impact on business processes. Additional focus is on frameworks for management and control of IT within the firm and aligning IT strategy with organizational strategy. E-commerce and other effects of the IT-centric virtual marketplace on the firm are addressed. Students obtain an understanding of how business managers can leverage technology to enhance their companies' chances of success in the increasingly competitive global business environment. Credit cannot be awarded for both DSIM 518 and PPOL 618.

**DSIM 525. Statistics for Decision Making (3)**

Offered in the Executive MBA Program only. Business leaders need an understanding of quantitative models in order to understand the power of such models in decision making. Topics to be covered include a review of algebra, descriptive statistics and probability, and elementary calculus as they apply to business. This course prepares students for the applied business project conducted in the capstone strategy course (MGT 586) where students use statistics to define and test basic research questions as part of a major research paper.

**DSIM 526. Competing through Information Technology (2)**

Offered in the Executive MBA Program only. This course provides an overview of key components of information technology and their varied application across the value chain of contemporary firms. Emphasis is placed on assessment of current technologies trend and the impact on business processes. The course affords the student an opportunity to critically examine the IT function in the firm and to evaluate how it can be leveraged to enhance the company's chances of success in the marketplace.

**DSIM 527. Building Business Models (3)**

Offered in the Executive MBA Program only. Business models focus on how the business creates and sustains high performance and value through its operations, products and services. This course utilizes advanced modeling and simulation tools to help evaluate and optimize business performance and value creation. Topics include forecasting with time series techniques and linear regression, the analysis of variance and an introduction to simulation and linear programming.

**DSIM 528. Optimizing Operations (2)**

Offered in the Executive MBA Program only. A conceptual framework is provided for evaluating operations management practices in traditional manufacturing firms and service organizations. Concepts, techniques and tools related to the four major decision responsibilities of operations managers (i.e., process, quality, capacity and inventory) are studied and discussed. Concepts and practices, such as operating design, total quality management/six sigma, project management, supply chain management, capacity planning and lean management are examined using practical applications. Several computer-based solutions for operations problems illustrate the tools available to the operations manager. This course engages the student in the identification and solution of real-world operations problems through a project.

**DSIM 529. Optimizing Operations in Modern Corporations (3)**

Offered in the Executive MBA Program only. A conceptual framework is provided for evaluating operations management practices in traditional manufacturing firms and service organizations. Concepts, techniques and tools related to the four major decision responsibilities of operations managers are studied and discussed. Concepts and practices, such as operating design, total quality management/six sigma, project management, supply chain management, capacity planning and lean management are examined using practical applications. Several computer-based solutions for operations problems illustrate the tools available to the operations manager. Lastly, this course engages the student in the identification and solution of a real-world case study that will serve as a vehicle to integrate this course with three other courses in the program.

**DSIM 532. Business Analytics for Executives (2)**

Offered in the Executive MBA Program only. This course is intended to inform EMBA students of the capabilities and value of a new set of tools that is increasingly being used by modern businesses to obtain competitive advantage in the marketplace – Business Analytics. These analytical tools are being employed across virtually all business functional and other data/information driven areas such as marketing, finance, business intelligence, information management and corporate strategy. Students will be familiarized with “cutting-edge” topics such as the advances in data mining, data correlation and statistical methods, data reduction techniques, the interpretation of data and artificial intelligence.

**DSIM 535/PPOL 535. Quantitative Approaches to Decision-Making (3)**

Cross listed with PPOL 535. Prerequisite: College algebra and elementary statistics or DSIM 509 or 510. This course introduces students to a group of quantitative tools designed to enhance managerial decision-making. Topics to be covered are break-even analysis, linear programming, inventory control models (EOQ), waiting line models, simulation, decision theory, time series forecasting and project management (PERT and CPM). Credit cannot be awarded for both DSIM 535 and PPOL 535.

**DSIM 577. Management Production and Service Operations (3)**

This course provides students with a broad conceptual framework for evaluating operations management practices in traditional manufacturing firms and service organizations. Concepts, techniques and tools related to the four major decision responsibilities of operations managers (i.e., process, quality, capacity and inventory) are studied and discussed. Emphasis will be on operations strategy, theory of constraints, lean management principles, total quality management, project management, decision analysis, capacity management, inventory management and supply chain management.

**DSIM 587. Special Topics in Decision Sciences and Information Management (var. 1-3)**

A study of selected topics of major interest in Decision Sciences and/or Information Management not covered in other course offerings. May be taken for credit more than once, if different topic.

**DSIM 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**DSIM 592. Independent Studies in Decision Sciences and Information Management (var. 1-3, max. 3)**

A study of related Decision Science and/or Information Management topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying the degree requirements.

**DSIM 602. Introduction to Applied Business Analytics (3)**

Prerequisite: None. Business analytics refer to the use of modeling skills and technology for continuous iterative exploration of the past historical data to gain insights and make strategic business decisions. This course will develop fundamental knowledge and skills for applying IT, statistical and management science models to business decision making. Topics include applied data visualization, simple and multiple linear regression, decision analysis, simulation and risk models, optimization models, and data mining, including the use of software for business applications.

**DSIM 603. Applied Statistical Modeling and Analysis (3)**

Prerequisite: DSIM 509. This course develops fundamental knowledge and skills for applying statistical models to business decision making. Students will learn to apply statistical techniques to the processing and interpretation of data from various industries and disciplines. Topics covered include descriptive statistics, probability distributions, sampling, confidence intervals, hypothesis testing, linear and multiple regressions, and the use of computer software for statistical applications. The knowledge gained from this course will be used throughout the entire applied business analytics curriculum.

**DSIM 604. Applied Data Visualization and Analysis (3)**

Prerequisite: None. This course provides an introduction as well as hands-on experience to the field of data visualization. Students learn basic visualization design principles to create meaningful displays of quantitative and qualitative data in order to facilitate managerial decision-making process. Students will learn various techniques for visualizing temporal, text-based, geospatial, hierarchical data and large data sets. Topics covered include data selection, data cleaning, data analysis, data presentation techniques. Students will apply analysis and data visualization design principles to the creation of interactive business dashboards and reports. Students will present their work in a numerous formats to a variety of audiences. Students will be exposed to various visualization software toolkits.

**DSIM 605. Applied Data Management (3)**

Prerequisite: None. Behind every analytics project is an analytical data source. This course offers an in-depth exploration of all the principles and techniques for managing corporate data resources from a strategic and business analytics perspective. The course is designed to provide not only a strong

theoretical foundation, but also the technical and basic business skills required in analyzing, designing, implementing, managing, and utilizing information repositories. Topics covered include the relationship of database systems, database design, database schemas, database manipulation, data mining, reporting and the visualization of data to a business's vision and mission. This is a case-study and project-based course with a programming component

### **DSIM 606. Data Mining and Predictive Analytics (3)**

Prerequisites: DSIM 509, DSIM 602, DSIM 603. This course deals with developing data mining models for big data sets to gain insights and make strategic business decision. This course will cover knowledge and skills about advanced business analytics and quantitative tools via applied research application using data mining and predictive modeling approaches. Students will be exposed to developing real applied predictive models using analytical software such as classification tree, regression and logistic regression. Model performance evaluation and implementation strategies will be covered. Both supervised learning and unsupervised learning models will be discussed. Students will present their work in a numerous formats to a variety of audiences.

### **DSIM 607. Management of Analytical Projects (3)**

Prerequisite: None. This course introduces best practices in project management, the study of concepts, and tools of project management. Topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications, and how to be an effective project manager. Project management software will be used to analyze the project data, create work breakdown structures, Gantt charts, network diagrams, and baseline models as well as to perform earned value analysis. PMBOK will be used as a reference to the project management standards all along. Students will apply project management methods, models and business knowledge to a business analytics project scenario.

### **DSIM 608. Applied Managerial Analytics (Capstone) (3)**

Prerequisites: DSIM 602, DSIM 603, DSIM 606. This course provides insight and understanding the critical issues that executive management face in today's dynamic organizations. Advanced concepts and methods are introduced for formulating strategies and assuring their execution. Students examine a variety of complex competitive environments, identify difficult strategic challenges for organizations operating in them and develop innovative strategies that build a sustainable, competitive advantage in the workplace. As part of a team students will complete a comprehensive review of a corporation that IS employing Business Analytics to enhance its innovation opportunities and competitiveness.

### **DSIM 710. Advanced Statistics and Applications (3)**

This course introduces a variety of statistical procedures designed to enhance managerial decision making. Topics covered include tests of the mean, proportion, and variance with one or more samples, correlation, and both simple and multiple regression. Nonparametric statistical procedures will be discussed as well.

### **DSIM 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**DSIM 725. Quantitative Methods for Executive Decision Making (Quantitative Business Analytics I) (3)**

This course will expose students to advanced quantitative and analytical skills designed to help candidates make well-informed, data-driven decisions while considering key objectives, alternatives, constraints, and uncertainty or risk. Students successfully completing this course will be better equipped to scope quantitative problem sets and be able to recognize when and where quantitative methods should be included in the decision making process. Topics will come from both deterministic and stochastic areas. The course provides tools that can be applied to executive decision-making from both aspects of management science.

**DSIM 740. Business Analytics & Technological Tools (Quantitative Business Analytics II) (3)**

QBA II will provide the students with analytical tools appropriate for doctoral level behavioral research necessary for use in fields such as marketing, management and strategy research. Topics will include Research Design and Implementation, Statistical Modeling Techniques, and Classification and Data Reduction Techniques. The focus of this course will be on the application of statistical software tools, such as AMOS, SPSS, etc., to research problems of managerial interest.

**DSIM 755. Advanced Research Methods I (3)**

The philosophy that guided the development of this course is twofold. First, academic research involves a process of activities rather than the application of isolated, unrelated concepts and ideas. Candidates in this course learn about how to conduct a review of current literature and scholarly work in topics they are interested in pursuing. Working closely with faculty, students learn strategies to get to problems worth researching (scope). The central premise of the course is training scholars to ask the right questions. Business research usually includes a hypothesis or question, hypothesis testing, data collection or field work, analysis, and recommendations or conclusions. Participants learn the sequence and flow of research activities and its central role in scholarly inquiry.

Second, the business scholar today requires a large toolbox or applications to gather evidence and analyze information. No longer can we, as business scholars, rely solely on surveys or secondary data to make recommendations. Business researchers, whether conducting research or reading research to self-inform, need to identify the key quantitative and qualitative drivers to business in order to decide what analysis is appropriate. Scoping the problem is the first step to making evidence-based decisions. A fundamental review of the most widely utilized research models and customer relationship management tools will enable business decision makers with a deeper understanding of how the results of data inquiries impact business results today.

**DSIM 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**DSIM 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the



committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**DSIM 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**DSIM 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**DSIM 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**DSIM 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**DSIM 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**DSIM 800. Special Topics (3)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.

---

**Economics Courses**

**ECON 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**ECON 201. Principles of Macroeconomics (3; F/S)**

Three hours per week. This course satisfies the University Core Curriculum requirement in economics. A "C" or better must be earned in ECON 201 as a prerequisite for ECON 305 and in order to use this course

as part of the economics major or minor. In addition, a "C" (2.0) or better is required in order to use this course as part of the core requirement for any business major. This course provides students with an understanding of key macroeconomic issues facing our world and the policy prescriptions needed to address these challenges. Students gain an understanding of basic economic concepts, such as scarcity, resource allocation, opportunity cost, and supply and demand analysis. Students also learn the essentials of macroeconomic policy. These include the goals of economic growth, low unemployment, and low inflation, and the methods to measure them. The course also covers the fiscal and monetary policies used to achieve macroeconomic policy goals, and includes discussions of money, the Federal Reserve System, taxation, government spending, budget deficits, and public debt.

**ECON 202. Principles of Microeconomics (3; F/S)**

Three hours per week. Prerequisite: ECON 201. A "C" or better must be earned in ECON 202 as a prerequisite for ECON 304 and in order to use this course as part of the economics major or minor. In addition, a "C" (2.0) or better is required in order to use this course as part of the core requirement for any business major. This course is an introduction to microeconomics, the field of economics that deals with issues that affect individual markets, business firms, and households. Students learn about profit maximization, consumer theory, factor markets, the public sector, and the distribution of income. A significant portion of the course is devoted to the study of markets, market failures, and society's attempts to improve upon market outcomes under various market structures, including perfect competition, monopoly, monopolistic competition, and oligopoly.

**ECON 301. Labor Economics (3)**

Three hours per week. Prerequisite: ECON 202. Analysis of the characteristics of the American labor force, factors influencing employment and unemployment, market forces determining wages and hours, nature of wage and hour legislation and economic analysis of social security.

**ECON 304. The Economics of Business Decisions (3; F)**

Three hours per week. Prerequisites: A "C" or better in ECON 201 and ECON 202. A "C" or better is required in order to use this course as part of the economics major, and it should be completed before senior status. This Intermediate microeconomic theory course is designed to give the advanced student a more detailed and analytical understanding of the role of prices in economic decision making.

**ECON 305. Macroeconomic Analysis & Policy (3; S)**

Three hours per week. Prerequisites: A "C" or better in ECON 201, and ECON 202. A "C" or better is required in order to use this course as part of the economics major, and it should be completed before senior status. This intermediate macroeconomic theory course covers national income accounts and the determination of the level of gross domestic product. Students use Classical, Keynesian, and post-Keynesian models to analyze the forces that influence the price level and business cycles and examine the way each model interprets how monetary and fiscal policies alter macroeconomic outcomes.

**ECON 307/INB 307. Comparative Economic Development (3;S)**

Cross-listed with INB 307. Three hours per week. Prerequisites: ECON 201 or consent of instructor. A study of the development and philosophy of various economies in the world, including the European Union, Russia, China, Japan, India, Latin America and Africa. Student research projects are an integral part of the course. Credit cannot be awarded for both ECON 307 and INB 307.

**ECON 310/FIN 310. Money & Banking (3; F)**

Cross-listed with FIN 310. Three hours per week. Prerequisite: ECON 201. Topics include the role of money; commercial banks, other financial institutions, price level movements; money flow and the

business cycle; Federal Reserve Bank organization and functions; the control of credit; and the interrelation of money and fiscal policy. Credit cannot be awarded for both ECON 310 and FIN 310.

**ECON 335/GEOG 335/SUST 335. Sustainability (3)**

Cross-listed with GEOG 335 and SUST 335. Three hours per week. Prerequisite: ECON 201. This course is an exploration of the three components fundamental to sustainable development: economic growth, environmental protection, and social equity. Students review basic concepts and theories of both microeconomics and macroeconomics, including costs and benefits, economic growth, income, wealth, equity, and poverty, and then explore how nations, through economic growth, can meet their basic needs of employment, food, energy, water, and sanitation. Students also examine how natural resources can be used, conserved, and enhanced. Credit can only be awarded for one course, either ECON 335, or GEOG 335, or SUST 335.

**ECON 340. Sports Economics (3)**

Three hours per week. Prerequisite: A "C" or better in ECON 201 and ECON 202. This course uses economic analysis to examine aspects related to professional and amateur sports. Topics include sports leagues, the public finance of stadiums, event sponsorships, monopoly and antitrust issues related to league structure, game theory, and international sports.

**ECON 345. Economic History (3)**

Three hours per week. Prerequisite: A "C" or better in ECON 201 and ECON 202. This course explores the application of economics to the understanding of historical events. Emphasis is given to the development of economic organization, industries, institutions, and infrastructure. Attention is given to significant economic events, the spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state. This course may be repeated for credit when the topic has changed.

**ECON 350. Behavioral Economics (3)**

Three hours per week. Prerequisite: ECON 201. Behavioral economics focuses on the relationships between economics and psychology. Standard economic theory assumes people behave rationally. Yet, there is substantial evidence to the contrary and there are patterns in the ways humans are predictably irrational. A better understanding of how psychology affects human decisions may lead to improved individual and collective choices and improved public policy.

**ECON 365. Survey of Modern Economic Thought (3)**

Three hours per week. Prerequisites: ECON 201 and ECON 202; junior or senior status. A study of the development of western economic thought beginning with the classical doctrines at the time of Adam Smith. Primary emphasis is on the high points in the main trains of thought and in the more significant departures from them.

**ECON 381. Economic Policy Analysis (3)**

Three hours per week. Prerequisite: ECON 201 and ECON 202. This public finance course is designed to study the functions of government in the three areas of allocation of resources, distribution of income, and stabilization of the economy. Special consideration is given to taxation, public expenditures, public borrowing, and fiscal administration. Additional topics treated include selection of a fiscal policy and analysis of revenue-expenditure relationships within the framework of that policy.

**ECON 404. Current Economic Issues (3)**

Three hours per week. Prerequisites: ECON 201 and ECON 202. A study of contemporary economic

issues. Emphasis is given to the applications of the tools of economic analysis to specific current economic conditions.

**ECON 405/DSIM 405. Advanced Statistics and Econometrics (3; F)**

Cross listed with DSIM 405. Prerequisites: DSIM 201, DSIM 203RI, ECON 201, and ECON 202. Advanced statistics and econometrics is concerned with the combination of economic, mathematical, and computer techniques in the analysis of economic and business problems such as forecasting, demand and cost analyses, model-building, and testing empirical implications of theories. This course expands on the statistical analysis methods from DSIM 301. The emphasis of the course will be the application of economic theory through econometric modeling using real world data. The statistical topics covered include probability, descriptive and inferential statistics, linear regression, time series methods, multiple regression, and forecasting. Credit cannot be awarded for both ECON 405 and DSIM 405.

**ECON 410/INB 410. The Economics of Globalization (3; F)**

Cross-listed with INB 410. Three hours per week. Prerequisites: ECON 201 and ECON 202. A study of the issues created when economies become more global in scope. Topics include the effects of trade, trade restrictions, economic integration, international factor movements and government policies on domestic and foreign economics. Credit cannot be awarded for both ECON 410 and INB 410.

**ECON 411. International Economics (3)**

Three hours per week. Prerequisite: A "C" or better in ECON 201 and ECON 202. This course uses economic analysis to explore international trade and finance. Topics include the evolution of trade theories from the mercantilists, Adam Smith, and David Ricardo through modern explanations of trade patterns; barriers to trade and their consequences; economic integration; a review of U.S. trade policy; and the fundamental concepts of international finance, such as the balance of payments, exchange rate regimes, and exchange rate determination.

**ECON 450RI. Applied Economic Analysis (3; F)**

Three hours per week. Prerequisites: Senior status, ECON 304 or ECON 305, at least one major economics elective course or permission of the instructor. This is a course on the techniques of applied economic research. Included in the course are basic elements of applied econometrics, economic impact study analysis, forensic applications of economics, applied economic policy analysis and applied economic modeling for business decisions. This course is research intensive and satisfies the experiential learning requirement.

**ECON 480. Special Topics in Economics (3; max. 6)**

Three hours per week. Prerequisites: ECON 201, ECON 202, Junior or senior status and consent of instructor. A study of selected topics of major interest in economics not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum credit of six hours.

**ECON 490. Internship in Economics (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**ECON 509. Essentials of Economics (3; F)**

This course is intended to introduce graduate program students to basic macro- and microeconomic principles and analytical tools that economists developed to study consumers, firms, markets and the economy as a whole. Its objective is to provide graduate program students with a basic understanding of

how individuals and firms make decisions, how markets function and how the overall economy operates.

**ECON 510. Fundamentals of Economics (3; F)**

This course is intended to introduce MBA students to basic macro- and microeconomic principles and analytical tools that economists developed to study consumers, firms, markets and the economy as a whole. Its objective is to provide students with a basic understanding of how individuals and firms make decisions, how markets function and how the overall economy operates. Offered on a Pass/Fail basis only.

**ECON 520/PPOL 620. Economics of High Performance (3)**

Cross listed with PPOL 620. Prerequisites: ECON 201, ECON 202 and MATH 140 OR ECON 509 OR ECON 510. Designed to introduce MBA students to the application of macro- and microeconomic principles to managerial decision-making in the modern organization. Students discuss ways of directing scarce resources in an efficient manner to attain managerial goals and learn to strategically apply economic ideas, theories and methodologies to sustain high corporate performance. Special emphasis is placed on the concepts of corporate responsibility, demand analysis, production and cost determination, pricing and profit analysis, as well as application of computer-based forecasting and model building. Cases and problems are used to understand economic tools and their potential for solving real-world problems. Credit cannot be awarded for both ECON 520 and PPOL 620.

**ECON 535. Economics for Executive Decisions (3)**

Offered in the Executive MBA Program only. The nature of economic decisions within the corporation is explored using managerial economics. This course uniquely integrates the disciplines such as accounting, finance, human resource management and marketing. It helps executives recognize how economic forces affect organizations and how economic theories and methodologies can help optimize choices among alternative uses of the organization's resources.

**ECON 587. Special Topics in Economics (var. 1-3)**

A study of selected topics of major interest in Economics not covered in other course offerings. May be taken for credit more than once, if different topic.

**ECON 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**ECON 592. Independent Studies in Economics (var. 1-3, max. 3)**

A study of related Economics topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying the degree requirements.

**ECON 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting

empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**ECON 770. Applied Econometrics (3)**

In this class students will be introduced to various mathematical statistical tools for the analysis of business and economic data. Students will learn how to analyze data to extract simple relationships. Econometrics is the unification of business, economics, mathematics, and statistics. Econometrics adds empirical content to economic and business theory allowing current phenomenon to be analyzed and also allowing theories to be tested prior to being incorporated into the strategic framework or the economic plan.

**ECON 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**ECON 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**ECON 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**ECON 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**ECON 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**ECON 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**ECON 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**ECON 800. Special Topics (3)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.

**Education Courses****EDU 101. Reading Strategies for College Students (3)**

Three hours per week. The course will emphasize the teaching of various comprehension/ study strategies specifically for utilizing content materials. Strategies for learning vocabulary will also be included. Instruction will be on a small group and individual basis and geared to each individual's specific needs as determined by various diagnostic-reading measures.

**EDU 102. Human Development and Learning (3)**

Three hours per week. Study of human development as it relates to the physical, intellectual, emotional, social and moral stages experienced birth to older adult. Special emphasis on learning theories and cognitive development as it relates to instruction and learning.

**EDU 103. PM 1 - Introduction and Foundation in Education (3)**

Three hours per week. This module is the prospective teacher education candidate's introduction to the field of education. Topics include the historical, sociological, legal and foundational aspects of American Education. A combination of classroom components and field experiences will help students to become critical and determined observers of the craft of teaching.

**EDU 115. PM 2-ESOL 1-Cross Cultural Communication and Understanding (3)**

Three hours per week. This Module is designed to provide a survey of the theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities. Additionally, this Module is designed as a survey course to cover the 12 ESOL Standards in Florida.

**EDU 201. PM 3 - Planning and Curriculum (5)**

Five hours per week. This module satisfies the Writing Intensive requirement in the School of Education. The key topic addressed in this module is the development of curriculum in K-12 schools. Students will participate in field experiences related to curriculum design, implementation, assessment, and classroom management.

**EDU 202. PM 3-Planning and Curriculum (3)**

Three hours per week. This module satisfies the Writing Intensive requirement in the School of Education. The key topic addressed in this module is the development of curriculum in K-12 schools.

Students will participate in field experiences related to curriculum design, implementation, assessment, and classroom management.

**EDU 230. Literacy Mentoring (3)**

This course is open to any JU student interested in mentoring and serving as a role-model for a Kindergarten – 5th grade student to promote and encourage literacy skills and positive reading habits. Course offers an opportunity to develop a sense of social responsibility while experiencing the value of civic engagement through one-to-one mentoring. Survey of the fundamentals of reading development is studied and applied. Includes a lab experience.

**EDU 231/EDU 531. Meeting the Needs of Diverse Learners (3)**

Cross listed with EDU 531. This course will introduce and explore the classroom needs and characteristics of students with disabilities and diverse backgrounds. Content will cover laws, history, identification procedures and strategies to support learning in inclusive settings. Credit cannot be awarded for both EDU 231 and EDU 531.

**EDU 248. ESOL 2- Methods of Teaching ESOL (3)**

Three hours per week. A general introduction to the field of teaching English as a second language. Students examine current strategies and methods of instruction and theory. Grammar, reading and writing skills development are examined.

**EDU 301. PM 4 - Instructional Strategies & Classroom Management (3)**

Three hours per week. Field experience is a minimum of 15 hours. This module concentrates on the planning, implementation and assessment of effective teaching and student engagement strategies. School of Education students will further develop their skills in reaching diverse learners through constructivist, standards-based, authentic lessons. The module includes the introduction to Action Research Methods.

**EDU 302. PM 4-Instructional Strategies and Classroom Management (2)**

Two hours per week. This module concentrates on the planning, implementation and assessment of effective teaching and student engagement strategies. School of Education students will further develop their skills in reaching diverse learners through constructivist, standards-based, authentic lessons. The module includes the introduction to Action Research Methods.

**EDU 303. Promoting Safety and Crisis Prevention (3)**

Educators are charged with creating and maintaining safe spaces for learning. This course will include topics that provide certification in CPR and First Aid and will increase awareness of liability issues and assist in the creation of safety plans.

**EDU 306WI. Introduction to Leadership (3)**

This course explores teacher leadership models and theories. Students will come to understand the concept of relational leadership and how it differs from traditional leadership theories. Students will begin identifying school-based leaders and the leadership styles demonstrated. Additionally, students will begin to formulate a personal leadership profile and identify opportunities to develop personal leadership.

**EDU 307. Children's and Literature (3)**

Three hours per week. A study of the history and characteristics of the common literary types. Emphasis is directed to the development of competence in story evaluation, story telling, and the various purposes and uses of literature in children's and adolescent's classrooms' settings.



**EDU 309. Teaching Mathematics in the Elementary School (3)**

Three hours per week. Changes in the curriculum, psychology of learning mathematics, problem solving, teaching geometry, number systems, computation and algebra in the elementary school.

**EDU 312SI. Introduction to Civic Engagement (3)**

Active community and civic engagement takes many shapes in our neighborhoods. This survey course will explore ways to be active in the community and require students to complete service hours outside of class.

**EDU 313. Military Children and Families (3)**

This course provides an overview for educators with a focus on creating powerful educational experiences for military connected children and families.

**EDU 315/EDU 515. Classroom Management and Positive Behavior Support (3)**

Cross listed with EDU 515. This course will help students develop positive and welcoming classroom environments for inclusive learning and engagement. Special needs students and behavioral interventions will be explored, to include multi-tiered instructional frameworks. Credit cannot be awarded for both EDU 315 and EDU 515.

**EDU 317. Methods of Teaching STEM (3)**

An overview of teaching mathematics or science through an exploration of the role of content, pedagogy, curriculum and technology.

**EDU 320. Waterfront Safety (3)**

This course provides foundations for Water Sports Programming Directors or Program Leaders for designing and implementing programs in water sports safety. The course will include topics that provide certification in Power Boat Operation and Safety. Additionally, the course will include Life Saving Training for Water Sports program directors and leaders.

**EDU 322. Methods of Teaching in the Middle and Secondary School (3)**

This course provides a study of objectives, selection, organization, and presentation of the subject matter of the various secondary school subjects. Research-based strategies as well as current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21<sup>st</sup> century skills.

**EDU 324. Introduction to Open Water SCUBA (2)**

This course prepares students for Open Water Scuba Diving Certification by the Professional Association of Diving Instructors. Course content includes diving equipment, diving physics, medical aspects of diving, diving emergencies, the diving environment, diving practices (safety), diving activities, and scuba diving skills. The students perform four training dives at local springs.

**EDU 341. Teaching Social Studies in the Elementary School (3)**

Three hours per week. A course designed to enable teachers to acquire proficiency in helping elementary school children attain skills, attitudes, and knowledge in the social studies and to gain facility in the areas of study necessary to teach the social studies curriculum. Emphasis will be placed on curricula integration, materials, strategies, development, skills, attitudes and content supportive of the objectives of the elementary standards.

**EDU 349. ESOL 3- ESOL Curriculum and Materials Development (3)**

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

**EDU 378. The Teaching of Reading (3)**

Three hours per week. Co-requisite: EDU 379. The basic introductory course in the fundamentals of reading instruction. In meeting course objectives, students will investigate factors affecting the reading process, develop strategies for teaching various reading skills, and investigate and use various materials and approaches designed for teaching reading.

**EDU 379. Reading Laboratory (1)**

Two hours per week. Co-requisite: EDU 378. This course provides instruction to individuals who are enrolled in the Reading Center Laboratory Program. Students will diagnose and offer instruction. The course may be taken concurrently with EDU 479; however, the laboratory experience is required with or without credit. The course also may be taken without EDU 378 or EDU 479 with the permission of the instructor. Graduate students may waive this laboratory requirement by demonstrating proficiency in diagnosis and treatment of reading to the instructor.

**EDU 401. Measurement, Evaluation, & Assessment in Education (3)**

Three hours per week. Basic concepts underlying test construction and design, use, administration, and interpretation. Standardized, informal, group and individual tests are studied. Students learn to evaluate and assess measurement tools and tasks so that appropriate instruction may be planned.

**EDU 402. Special Topics in Education (1-4)**

One to four hours per week. Students may repeat the course when the content is different. A study of selected topics in education. The topic will be selected and announced prior to each semester the course is offered.

**EDU 406. Socio-Cultural Bases for Education (3)**

Three hours per week. This course will provide a survey of the theories, principles, research and best practices associated with language acquisition, as related to the teaching and learning of English as a second language. Students will be provided with pertinent information in the areas of applied linguistics and cross-cultural communication. Linguistic theories will be applied to ESOL methods, curriculum and assessment. In addition, legislative and policy issues, including the Florida Consent Decree.

**EDU 410. TESL: Teaching English as a Second Language (3)**

Three hours per week. This capstone course will focus on assessing and developing curricula for teaching second language students, including best practices in teaching language methods. Constructing, using and evaluating various types of assessment instruments will also be presented. Current trends, community and philosophical issues of programs will be discussed.

**EDU 413. Introduction to Action Research in Education (2)**

Two hours per week. Foundations course for undergraduate Action Research as a process of inquiry for education practitioners. Action Research is a means of doing research first-hand for professional development that enhances knowledge, increases accountability, and add understanding and fulfillment to one's work. In this course, students will learn the process and apply what they learn by identifying a problem to study, defining the problem, gaining access to the subject(s) of study, and then drafting a proposal. There is a field-based component to this course.

**EDU 414WI. PM 5 - Best Practices in Teaching (3)**

Three hours per week. Field focus will be one content class with a minimum of 20 hours. This module requires that the pre-service teacher further synthesize the concepts encountered and developed in prior coursework, such as, knowledge of subject matter, understanding of human development and learning diversity, constructivist lesson design models, and best practices. These concepts will be applied in the writing of a planned learning sequence. Students will construct the learning sequence on the basis of measurable impact on diverse K-12 student learning.

**EDU 415SI. PM 6- Assessment of Learning (3)**

Three hours per week. Field focus will be whole class for whole day with a minimum of 60 hours. This module's emphasis is on the design, development, and measurement of the impact on diverse K-12 student learning. In this module, the pre-service teacher will be required to synthesize the concepts encountered and developed in prior coursework, such as, knowledge of subject matter, understanding of human development and learning diversity, constructivist lesson design models, and best practices. These concepts will be applied in the writing of a planned learning sequence. Students will construct the learning sequence on the basis of assessment of student learning so that continual improvement based upon data becomes inherent in everyday professional practice.

**EDU 416WI. PM 5-Best Practices of Teaching (2)**

Two hours per week. This module requires that the pre-service teacher further synthesize the concepts encountered and developed in prior coursework, such as, knowledge of subject matter, understanding of human development and learning diversity, constructivist lesson design models, and best practices. These concepts will be applied in the writing of a planned learning sequence. Students will construct the learning sequence on the basis of measurable impact on diverse K-12 student learning.

**EDU 417SI. PM 6-Assessment of Learning (2,5)**

Variable credit, two or five hours per week. This module's emphasis is twofold. One aspect will focus on the on the design, development, and measurement of the impact on diverse P-12 student learning through the construction of a learning sequence which utilizes a variety of assessment techniques. Strategies for analyzing student learning will be developed so that continual improvement based upon data becomes inherent in everyday professional practice. Additional focus will be on exploring basic concepts underlying test construction, design, use, administration, and interpretation. Standardized, informal, alternative, group, and individual tests will be studied.

**EDU 420. Waterfront Program Development (3)**

This course develops foundational skills and practical strategies for leadership in the design, planning, and resource development for new or revised water sports programs. Additionally, the course includes engaged learning in water sports to aid in the development of skills for planning and designing instruction for water sports.

**EDU 432. Effective Instructional Strategies (3)**

This is a undergraduate course for persons seeking alternative certification within the State of Florida. It is a survey course of research based instructional strategies that foster K-12 diverse student academic growth.

**EDU 435. Teaching Elementary School Science (3)**

Three hours per week. This science methods course provides for development of teaching competencies necessary to implement effective reforms in elementary science education so that elementary school

students will have the background to be able to achieve scientific literacy. This course also provides the foundation for integrating science with other subjects in elementary school curriculum and technology.

**EDU 441. Practicum in the Secondary School (1-6; variable credit)**

Students are provided opportunities to participate in subject area classrooms with experienced teachers. These pre-student teaching opportunities include individual, small group, and large group work with students. Similar attention is given to the selection of appropriate curriculum materials and to classroom organization.

**EDU 445. Teaching Computers in the Elementary School (3)**

Three hours per week. Prerequisite: CS150 or equivalent. Suggested prerequisites: EDU 341, 378, 418 and 435 or one methods course. This computer methods course focuses on strategies to use computers, computer software and digital photography in classroom teaching and learning. It includes technology applications that can be used to integrate technology into planning, teaching, and assessment. Current educational technology is demonstrated. Software appropriate for use in elementary school classrooms is used and evaluated.

**EDU 446. Practicum in the Elementary School (1-6 hrs., variable credit)**

One to six hours per week. May be taken more than once for credit, but not to exceed six (6) semester hours total. This course is designed to provide students with an opportunity to participate in elementary school classrooms with experienced teachers to observe classroom dynamics, teaching processes, diversity in learning, and organization of learning experiences. Seminars focus on the selection of appropriate curriculum materials, development of effective teaching strategies and classroom organization.

**EDU 449. Student Teaching Seminar (3)**

Three hours per week. This course is designed to provide students with increasing knowledge, skills, and tools to effectively develop as a pre-professional classroom teacher leader. Students will use reflective techniques to refine their teaching performance through constructive dialogue, readings and assignments.

**EDU 452. Fundamentals of Curriculum Development (3)**

Three hours per week. A survey of current theory and concepts of modern curriculum development in elementary and secondary schools. Emphasis on forces influencing curriculum, patterns of organization, and strategies of evaluation and improvement.

**EDU 453. Student Teaching (9)**

EDU 453 requires a full semester (15 weeks) of full-time student teaching. Other courses may not be taken while a student is enrolled in EDU 453. This course is a Service Learning course which fulfills the Experiential Learning requirement.

**EDU 454. Curriculum Planning (3)**

Three hours per week. Available only to students who are taking EDU 453 or EDU 553. EDU 654 is the co-requisite of EDU 453 that requires a full semester (15 weeks) of full-time student teaching. Other courses may not be taken while a student is enrolled in EDU 453 and EDU 454. Assumptions, policies, and practices influencing curriculum planning and assessment in the elementary and secondary schools.

**EDU 455. ESOL 4-Applied Linguistics for ESOL Education (3)**

Three hours per week. A practical course for teaching English to speakers of other languages. The syllabus includes an introduction to general linguistics with stress on those aspects of various linguistic

schools applicable to language teaching; a discussion of language theory and teaching methodology (including practical exercises in the use of the direct method and audio-lingual techniques); and instruction in the use of comparative techniques in the teaching of sounds, word structure and sentence structure.

**EDU 456. ESOL 5-Testing and Evaluation of ESOL (3)**

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

**EDU 457. Mainstreaming & Classroom Management (3)**

Three hours per week. This course will focus on the regular classroom teacher. It has two primary goals: 1) equip the teacher with knowledge and skills to deal more effectively with the student who may or may not be currently placed in an exceptional student classroom, and 2) prepare the teacher to manage effectively inappropriate behaviors in the regular classroom (K-12).

**EDU 460. Special Education Topics (1; max 6)**

This course covers various topics for special education recertification. It may be repeated for credit up to six (6) times with change of topic.

**EDU 480. Clinical Applications in Preparing Lessons in TESOL (3)**

This course will provide necessary skills in preparing listening, speaking, reading, writing, and vocabulary lesson plans for TESOL population.

**EDU 481. Methods of Teaching Middle & Secondary Social Studies (3)**

Four hours per week. Demonstration of instructional methods for such learner types as the culturally disadvantaged and for the achievement of concepts and attitudes related to the social sciences curriculum. Includes directed observation in schools, micro teaching, game theory and media and non-media techniques.

**EDU 482. Methods of Teaching Middle & Secondary English (3)**

Four hours per week. Demonstration of instructional methods for such learner types as the culturally disadvantaged and for the achievement of concepts and attitudes related to the English curriculum. Includes directed observation in schools, micro teaching, game theory, and media and non-media techniques.

**EDU 483. Methods of Teaching Middle & Secondary Mathematics (3)**

Four hours per week. Modern curriculum revisions, psychology of learning mathematics, teaching algebra, geometry, arithmetic, trigonometry, calculus and analytic geometry, probability and statistics, and enrichment topics in middle and secondary schools.

**EDU 484. Methods of Teaching Middle & Secondary Science (3)**

Four hours per week. Designed to enable prospective and in-service teachers to recognize and select effective methods and materials for teaching and evaluating science. Emphasis will be on development, construction, and evaluation of laboratory experiences.

**EDU 485. Methods of Teaching Foreign Language: K-12 (3)**

Four hours per week. This course is designed to enable pre-service and in-service teachers to identify and develop effective methods of instruction in foreign language at the elementary and secondary

levels. Emphasis will be placed on the analysis of materials, curriculum and research related to teaching K-12 foreign language.

**EDU 486. Reading & Learning Skills in Content Areas for Middle & High School Teachers (3)**

This course is designed to introduce the participant to the reading-related skills and learning strategies at the various cognitive levels as needed in the various content areas; the study of readability and text structures; the study and application of various teaching strategies, and the use of related materials. The course includes an introduction to the design and use of informal and formal assessment techniques pertinent to the middle and high school level.

**EDU 501. Human Growth & Development (3)**

Three hours per week. A study of basic principles of human growth and development. Special study and emphasis upon development processes from infancy to adulthood with application to the teaching-learning process.

**EDU 502. Special Topics in Education (1-3)**

One to three hours per week. Students may repeat the course when the content is different. A study of selected topics in education. The topic will be selected and announced prior to each semester the course is offered.

**EDU 506. Socio-Cultural Bases for Education (3)**

Three hours per week. This course will provide a survey of the theories, principles, research and best practices associated with language acquisition, as related to the teaching and learning of English as a second language. Students will be provided with pertinent information in the areas of applied linguistics and cross-cultural communication. Linguistic theories will be applied to ESOL methods, curriculum and assessment. In addition, legislative and policy issues, including the Florida Consent Decree, will be discussed.

**EDU 507. Clinical Applications and Demonstrations for Reading Endorsement (3)**

This course is designed, in part, to fulfill requirements for the Florida K-12 Reading Endorsement (July, 2002 Source). It addresses a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties. It satisfies: Competency 6: Demonstration of Accomplishment: Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for all students, including struggling students, ELLs, students with disabilities, and students from diverse populations.

**EDU 508. Introduction to Philosophy of Education (3)**

Three hours per week. A study of various philosophies of education and their influence upon modern education.

**EDU 509. Introduction to Educational Research (3)**

Three hours per week. A study of the methodology of educational research intended to acquaint the student with the various techniques of research and its use in educational endeavors.

**EDU 510. Elementary School Curriculum (3)**

Three hours per week. This course is designed to study the influences upon general elementary school curriculum. Emphasis is placed on curriculum that reaches an increasingly diverse elementary school

student population. Class readings and activities provide the rationales and learning experiences for the design of an interdisciplinary teaching unit that applies the most current educational practices.

**EDU 511. Multimedia for Educators (3)**

Three hours per week. Effective uses of presentation software will be explored. Emphasis is placed on infusing developmentally appropriate technology into the process of teaching and learning, as well as on planning and developing presentations to be used in teacher-created, interdisciplinary teaching units and/or specific subject area lessons.

**EDU 512. Seminar in Elementary Education (3)**

Three hours per week. Prerequisite: EDU 510 or 520 or approval of advisor. This course serves as the capstone course for elementary education majors and includes models of teaching, application of experiences, curriculum integration and instructional design, and the study of issues affecting the education process. Questioning strategies to develop the intellectual capacities of diverse learners and cooperative learning experiences that emphasize the appreciation and understanding of learning approached from different perspectives is also included. Microteaching experiences that incorporate educational technology in planning; teaching and assessment of learning are explored.

**EDU 513. Introduction to Action Research in Education (3)**

Three hours per week. Foundations course for graduate Action Research as a process of inquiry for education practitioners. Action Research is a means of doing research first-hand for professional development that enhances knowledge, increases accountability, and adds understanding and fulfillment to one's work. In this course, students will learn the process of action research inquiry and construct a proposal for a study that includes identifying and defining the problem, gaining access to the subject(s) of study, then beginning the writing process for a final report. There is a field-based component to this class.

**EDU 515/EDU 315. Inclusive Classroom Management and Behavioral Support (3)**

Cross listed with EDU 315. This course will help students develop positive and welcoming classroom environments for inclusive learning and engagement. Special needs students and behavioral interventions will be explored, to include multi-tiered instructional frameworks. Credit cannot be awarded for both EDU 515 and EDU 315.

**EDU 516. Children's/Adolescent's Literature & Book Selection (3)**

Three hours per week. An advanced course in children's and adolescent's literature which focuses special attention on the appropriate methods and media to meet the needs of individual children and groups of children, preschool through high school. Designed for teachers with a background in the field of reading and children's and adolescent's literature who want to extend their knowledge through individual and group work.

**EDU 517. Methods in Teaching Elementary School Mathematics (3)**

Three hours per week. An investigation into the teaching of elementary school mathematics with special emphasis on objectives, mathematical content, instructional procedures, materials and evaluation criteria. Also included will be a study of research related to these topics.

**EDU 518. Methods of Teaching Elementary Language Arts (3)**

Three hours per week. An investigation of the research base of the Language Arts with emphasis on planning for instruction in the areas of writing, speaking, listening and reading. This language arts course is designed to assist in planning for teaching with a language perspective based on the research behind language. Emphasis is placed on teaching communication skills to diverse learners, including ESOL and

ESE students: and integrating the listening, speaking, reading, and writing skills to include a diverse elementary school student population. Involvement includes experiencing, creating and refining whole language activities. Strategies to connect whole language with other subjects in elementary curriculum and infuse interactive technology are explored.

**EDU 519. Methods of Teaching Elementary Social Studies (3)**

Three hours per week. An examination of social studies curriculum and its relevance to the values and needs of society. Emphasis is placed on the design of the social studies to develop applicable skill in the democratic processes through curricula integration, effective selection of materials, methods, techniques and strategies supportive to the objectives of the course.

**EDU 520. Middle & High School Curriculum (3)**

Three hours per week. A survey of general curriculum development with emphasis on past and current practices in curriculum design and organization, evaluation of curriculum materials, and frontiers in curriculum improvement in middle and high schools.

**EDU 522. Facility Management of Activities and Sports (3)**

Three hours per week. This course is designed to provide the pre-service physical education teacher with strategies required to plan, promote, implement, conduct, and assess activities in sport organizations including school based special events.

**EDU 523. Action Research in Education (3)**

Three hours per week. This is the second of two courses on Action Research. Students will extend upon their learning about action research, refine proposals, obtain permission to complete the study, and then conduct the study. Emphasis will be on project implementation, data collection, data analysis, report writing, and applying learning to technical practice. There is a field-based component to the course.

**EDU 524. Student Teaching Seminar (3)**

Three hours per week. This course is designed to provide students with increasing knowledge, skills, and tools to effectively develop as a pre-professional classroom teacher leader. Students will use reflective techniques to refine their teaching performance through constructive dialogue, readings and assignments.

**EDU 525. Graduate Seminar (3)**

Three hours per week. Candidates will participate in directed reflection and group problem-solving related to readings in educational literature focused on issues and dilemmas common in field experience. Includes examination of current educational practices with an emphasis on integrating sound educational theory into practice. Topics include: Best Practices, Current Instructional Trends, Professionalism of Teaching, English Language Learners (ELL), School Family and Community, Professional Ethics, Behavior Management, and Educational Research.

**EDU 526. Integrated Learning Environments (3)**

Three hours per week. Learning experiences involve participants in interactive, activity-based experiences that integrate learning with technology. Participants will be engaged in developing action plans that include practical strategies to develop critical thinking, cooperation in learning, and connections among subjects with technology to reach a diverse student population.

**EDU 528. Research in Integrated Learning Environments (3)**

Three hours per week. Emphasis is on research and philosophical basis for final project design to reach a



diverse student population. Review of the literature of effective teaching/learning strategies and results of research on the effective applications of technology within curriculum will be incorporated in the philosophy and rationale of final projects. Teaching units that integrate high level learning across curriculum will be expanded and refined for presentation as final projects.

**EDU 529. Fundamentals of Reading Instruction (3)**

Three hours per week. Emphasis on the learning and teaching of reading skills as a developmental process. Includes survey and study of various approaches and materials, information sources, and instructional strategies necessary for reading instruction. The course foundation is built upon valid, evidence-based research.

**EDU 530. Organization & Administration of Literacy Programs (3)**

Three hours per week. Prerequisites: EDU 529 or equivalent. An investigation of the organization and administration of reading programs and their relationship to the total school program. Consideration will also be given to the study of curriculum development, teaching materials, and evaluative devices, as well as to an exploration of competencies needed by reading and supervisory personnel.

**EDU 531/EDU 231. Introduction of Special and Diverse Learners (3)**

Cross listed with EDU 231. This course will introduce and explore the characteristics of students with disabilities and diverse backgrounds. Students will research content including will cover laws, history, identification procedures and strategies to support learning in inclusive settings. Credit cannot be awarded for both EDU 531 and EDU 231.

**EDU 532. Effective Instructional Strategies (3)**

Three hours per week. This is a Graduate course for persons seeking alternative certification within the State of Florida. It is a survey course of research based instructional strategies that foster K-12 diverse student academic growth.

**EDU 533. Teacher Leadership I (3)**

Three hours per week. This course is designed for pre-service teacher candidates to engage in exploration teacher leadership models and theories. Students will come to understand the concept of relational leadership and how it differs from traditional leadership theories. Students will begin identifying school based leaders and the leadership styles demonstrated. Additionally students will begin to formulate a personal leadership profile and identify opportunities to develop personal leadership.

**EDU 534. Teacher Leadership II (3)**

Three hours per week. This course is designed for pre-service teacher candidates to further develop teacher leadership models and theories. Topics will address traditional and contemporary issues related to leadership in educational settings.

**EDU 535. Methods of Teaching Elementary School Science (3)**

Three hours per week. An investigation into the research base of teaching sciences to elementary school children. This science methods course provides for development of teaching competencies necessary to implement effective reforms in elementary science education so that elementary school students will have the background to be able to achieve scientific literacy. This course also provides the foundation for integrating science with other subjects in elementary school curriculum and technology.

**EDU 536. Applications of Cross-Cultural Communication and Understanding (3)**

Three hours per week. This course consists of classroom pedagogy and required laboratory applications

structured to provide the graduate student with research-based practices and application. Course is designed to provide an overview and application of the theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Students will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**EDU 539. Technology for Educators (3)**

Three hours per week. Students learn how to use and creatively apply computer programs, CD-ROMs, laser discs and Multimedia to the area in which you teach or have an interest. Introductory course in a comfortable learning atmosphere.

**EDU 540. Digital Video (3)**

Three hours per week. Course includes creating visual essays, filming digital video, editing full-screen video with the addition of audio, text transitions and other effects within video. Connection of hardware and peripherals and recording to CD and DVD are explored.

**EDU 541. Webquests and Website Development (3)**

Three hours per week. Design websites and webquests using an HTML editor and a wide variety of sources for images, animation, sound, and video. Use the Internet for locating free server space, freeware and shareware, and support for web design and authoring.

**EDU 542. Seminar: Teaching Strategies for Kindergarten through Post Secondary Education (3)**

Three hours per week. This course focuses on learning and application of advanced teaching strategies, curriculum integration, the instructional design of integrated curriculum enriched with multimedia to meet state and national educational standards, and study of related issues affecting the educational process. Questioning strategies to develop the intellectual capacities of diverse learners and cooperative learning experience that emphasize appreciation and understanding of learning from different perspective are explored.

**EDU 543. Action Research I (3)**

Three hours per week. Foundations course for graduate action research as a process of inquiry for education practitioners. Action research is a means of doing research first-hand for professional development that enhances knowledge, increases accountability and adds understanding and fulfillment to one's work. In this course students will learn the action research process and apply what they learn by identifying a problem to study, defining the problem, gaining access to the subject(s) of study, and then drafting a proposal resulting in a student project in EDU 544.

**EDU 546. Practicum in the Elementary School (1-6 hrs., variable credit)**

One to six hours per week. May be taken more than once for credit, but not to exceed six semesters hours total. This course is designed to provide students with an opportunity to participate in elementary school classrooms with experienced teachers to observe classroom dynamics, teaching processes, diversity in learning, and organization of learning experiences. Seminars focus on the selection of appropriate curriculum materials, development of effective teaching strategies and classroom organization.

**EDU 547. Practicum in the Secondary School (3)**

Three hours per week. Prerequisites: EDU 305 and EDU 405WI; students taking this course must have completed the appropriate methods courses in their subject area(s). Opportunities are provided for the student in secondary education to participate in subject area classrooms with experienced teachers. These pre-student teaching opportunities include individual, small group, and large group work with

students. Similar attention is given to the selection of appropriate curriculum materials and to classroom organization. A minimum of 60 hours of observation/participation is required.

**EDU 548. Action Research II (2)**

Two hours per week. This course will be built on EDU 543 with the student either selecting to continue work on the original draft proposal of EDU 543 including adding refinements and testing them out or selecting a new related problem and exploring it again using the techniques of action research.

**EDU 550. Advanced Reading Diagnosis & Corrective Procedures & Strategies (3)**

Three hours per week. Prerequisite: Graduate courses in reading. Emphasis on materials, techniques, and approaches in correction and remediation and in prescription of strategies for reading instruction; includes review of theories of reading disability and specific materials and techniques for severe remedial reading problems. Investigation in individual areas of need. Supervised University laboratory and/or field experience is required.

**EDU 551. Practicum in Reading (3)**

Three hours per week. Prerequisite: Graduate courses in reading. The culminating course for MAT students in reading. Designed to be an extension of EDU 550. Emphasis is on students' areas of interest and/or need. Includes field experiences for those interested in administrative work, supervisory work, or training as resource teachers. Also includes adult literacy training, reading laboratory experience, study in related language arts areas, and other work the student and/or instructor deems necessary for professional goals.

**EDU 553. PM 7-Student Teaching (6)**

This course is designed to allow graduate level pre-service teachers opportunities to work full-time in classrooms with a variety of learners. Pre-service teachers will continue to develop their skills in organizing, planning, teaching and evaluating instruction and student learning. Pre-service teachers will demonstrate their abilities to positively impact student learning and document their skills by submitting artifacts that link to the Florida Educator Accomplished Practices (FEAP) and Professional Education Competencies (PEC) as well as Subject Area Professional Competencies (SAC). In-depth classroom experiences, reflective journaling and feedback from University Supervisors and Cooperating Teachers will help provide scaffolded experiences for developing pre-service teachers.

**EDU 554. Applications of Methods in Teaching TESOL (3)**

Three hours per week. This course consists of classroom pedagogy and required laboratory applications structured to provide the graduate student with research-based practices and application. Introduction to the field of teaching English as a second language. Students examine current research, strategies and methods of instruction and theory. Grammar, reading and writing skills development are explored and applied.

**EDU 555. Design and Application of TESOL Curriculum and Materials (3)**

Three hours per week. This course consists of classroom pedagogy and required laboratory applications structured to provide the graduate student with research-based practices and application. Course content to include in-depth study of applications of the theories, principles, and current research related to second language acquisition as well as development of instructional techniques and materials relevant to application of TESOL curriculum.

**EDU 556. Demonstration of Applied Linguistics in TESOL Education (3)**

Three hours per week. Prerequisites: EDU 515, EDU 554, and EDU 555. This course consists of classroom pedagogy and required laboratory applications structured to provide the graduate student with

research-based practices and application. Students will develop techniques for delivering general linguistics with stress on those aspects of various linguistic research schools applicable to language teaching; students will apply language theory and teaching methodology.

**EDU 557. Mainstreaming & Classroom Management (3)**

Three hours per week. This course will focus on the regular classroom teacher. It has two primary goals: 1) equip the teacher with knowledge and skills to deal more effectively with the student who may or may not be currently placed in an exceptional student classroom, and 2) prepare the teacher to manage effectively inappropriate behaviors in the regular classroom (K-12).

**EDU 558. Applications in Testing and Evaluation of TESOL (3)**

Three hours per week. Prerequisite: EDU 556. This course consists of classroom pedagogy and required laboratory applications structured to provide the graduate student with research-based practices and application. Course allows student to develop principles and methods of educational measurement as it relates to English for speakers of other languages with emphasis on evaluation and diagnosis of students in language settings.

**EDU 559. Applications in Clinical TESOL Settings (3)**

Three hours per week. Prerequisite: EDU 558. It must be completed prior to enrolling the course. This course consists of classroom pedagogy and required laboratory applications structured to provide the graduate student with research-based practices and application. Students will demonstrate necessary skills in preparing listening, speaking, reading, writing, and vocabulary lesson plans for TESOL populations.

**EDU 560. Special Education Topics (1; max 6)**

This course covers various topics for special education recertification. Students will be using research-based methods to learn, discuss and evaluate ideas. It may be repeated for credit up to six (6) times with change of topic.

**EDU 579. Reading Diagnosis, Correction, & Prescription for the Classroom Teacher (3)**

Three hours per week. Prerequisites: EDU 529 or demonstrated competency, and instructor's permission. An investigation into the research base of diagnosis and instruction. Designed to aid classroom teachers in identifying and evaluating reading skills, in diagnosing reading problems, and in using and prescribing various techniques, materials, and methods for corrective and developmental reading. Research based instructional strategies are emphasized. Emphasis is on informal diagnostic procedures and corrective techniques. Students must work with children in the Reading Center/Laboratory program as part of this course.

**EDU 580. Reading Seminar (3)**

Three hours per week. Designed to aid pre-service and in-service teachers in strengthening skills in reading, designing and implementing individual research. Includes study of classic research in reading, study trends in instructional strategies and investigation of developing trends. May include work in Reading Center.

**EDU 581. Methods of Teaching Middle & Secondary Social Studies (4)**

Four hours per week. Demonstration of instructional methods for such learner types as the culturally disadvantaged and for the achievement of concepts and attitudes related to the social sciences curriculum. Includes directed observation in schools, micro teaching, game theory, and media and non-media techniques.

**EDU 582. Methods of Teaching Middle & Secondary English (4)**

Four hours per week. Demonstration of instructional methods for such learner types as the culturally disadvantaged and for the achievement of concepts and attitudes related to the English curriculum. Includes directed observation in schools, micro teaching, game theory and media and non-media techniques.

**EDU 583. Methods of Teaching Middle & Secondary Mathematics (4)**

Four hours per week. Modern curriculum revisions, psychology of learning mathematics, teaching algebra, geometry, arithmetic, trigonometry, calculus and analytic geometry, probability and statistics, and enrichment topics in middle and secondary schools.

**EDU 584. Methods of Teaching Middle & Secondary Science (4)**

Four hours per week. Designed to enable prospective and in-service teachers to recognize and select effective methods and materials for teaching and evaluating science. Emphasis will be on development, construction and evaluation of laboratory experiences.

**EDU 585. Methods of Teaching Foreign Language: K-12 (4)**

Four hours per week. This course is designed to enable pre-service and in-service teachers to identify and develop effective methods of instruction in foreign language at the elementary and secondary levels. Emphasis will be placed on the analysis of materials, curriculum, and research related to teaching K-12 foreign language.

**EDU 586. Reading & Learning Skills in Content Areas for Middle & High School Teachers (3)**

Three hours per week. This course is designed to introduce the participant to the reading-related skills and learning strategies at the various cognitive levels as needed in the various content areas; the study of readability and text structures; the study and application of various teaching strategies, and the use of related materials. The course includes an introduction to the design and use of informal and formal assessment techniques pertinent to the middle and high school level.

**EDU 589. Clinical Diagnosis of Reading (3)**

Three hours per week. Prerequisite: EDU 378 or equivalent and EDU 479. Study of the research pertaining to reading disabilities, formal diagnostic procedures and materials, and techniques used in diagnosis of reading problems. Supervised laboratory experience is required.

**EDU 591. Supervision of Student Teachers (3)**

Three hours per week. An analysis of the problems underlying the successful organization and management of the instructional process. The application of principles of supervision to specified problems of the instructional process, emphasizing instructional development and leadership. Open only to in-service teachers or mature students with irregular programs.

**EDU 601. Measurement, Evaluation, & Assessment in Education (3)**

Three hours per week. Basic concepts underlying test construction and design, use, administration, and interpretation. Standardized, informal, group and individual tests are studied. Students learn to evaluate and assess measurement tools and tasks so that appropriate instruction may be planned.

**EDU 609. Evaluation in English to Speakers of Other Languages (3)**

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

**EDU 610. TESL: Teaching English as a Second Language (3)**

Three hours per week. This capstone course will focus on assessing and developing curricula for teaching second language students, including best practices in teaching language methods. Constructing, using and evaluating various types of assessment instruments will also be presented. Current trends, community and philosophical issues of programs will be discussed.

**EDU 611. Strategies of ESOL Instruction (3)**

Three hours per week. A general introduction to the field of teaching English as a second language. Students examine current strategies and methods of instruction and theory. Grammar, reading and writing skills development are examined in detail.

**EDU 613. Introduction to Action Research in Education (2)**

Two hours per week. Foundations course for undergraduate Action Research as a process of inquiry for education practitioners. Action Research is a means of doing research first-hand for professional development that enhances knowledge, increases accountability, and add understanding and fulfillment to one's work. In this course, students will learn the process and apply what they learn by identifying a problem to study, defining the problem to study, defining the problem, gaining access to the subject(s) of study, and then drafting a proposal. There is a field-based component to this course.

**EDU 648. WebQuests (3)**

Three semesters hours credit. Prerequisite EDU 511 or approval of MILT program director. This course concentrates on designing appropriate, interactive multimedia modules that incorporate a variety of media including music, video and the application of educational resources on the Internet. Students will record projects on CD-ROM. The content of the course will continually evolve in response to the needs of educators.

---

**Education Leadership Courses**

**Offered only to accepted M.S. Leadership and Learning graduate students who are in cohort groups.**

**EDL 538. Adult Learning (3)**

Prerequisites: graduate standing and admission to the M.S. program in Leadership and Learning. A foundational course for understanding the principles of adult learning and how these principles can be applied to leadership. Andragogy, learning styles, curriculum, and how the basic tenets of training can be used to effectively facilitate, deliver, and recommend learning experiences and professional development for adult learners will be explored. The course will emphasize basic instructional design, methods of teaching skills to adult learners and instruction and practice in conducting professional development and experiential activities.

**EDL 543. Introduction to Educational Research (3)**

Prerequisite: Admission to M.S. program in Leadership and Learning. An introduction to basic concepts of planning, conducting, designing, and reporting quantitative and qualitative organizational research studies. This course will acquaint the student with various research techniques and how the techniques can be applied in educational endeavors.

**EDL 544. Self-Assessment and Interpersonal Development Module (4)**

Prerequisite: Admission to M.S. program in Leadership and Learning. An introductory course in leadership that emphasizes self-awareness and leadership skills. Leadership styles, management practices, group/team dynamics, and verbal and non-verbal communication skills will be studied.

Effective communications with the media, community members, and other stakeholders will be explored.

**EDL 546. School Curriculum (3)**

A historical perspective on the development of the curriculum provides the course framework. Major trends in elementary and secondary school curriculum will be emphasized along with the purpose of curriculum in guiding the work of public and private schools.

**EDL 547. Grant Writing and Resource Development (3)**

Prerequisite: Admission to M.S. program in Leadership and Learning. This course introduces the grants development process. Topics will include researching and working with funders, and proposal writing. Resource development in various organizations will be explored.

**EDL 548. Organizational Behavior and Change Management Module (4)**

Prerequisite EDL 544. An introductory course in organizational theory. The history of leadership theory in an organizational context will be emphasized, and social, historical, and cultural frameworks will be explored. Emerging issues in the field of behavioral science related to the work and structure of organizations will be studied. Issues of strategic planning, power, task, accomplishment and change management will also be examined.

**EDL 549. Data-driven Decision-making Module (4)**

Prerequisites: Admission to M.S. program in Leadership and Learning and completion of EDL 544. A course designed to prepare leaders to make informed choices regarding technology. How leaders can leverage technology in their work to make informed decisions will be explored. Effective budgeting strategies will serve as one medium for using technology for making decisions.

**EDL 550. Organizational Development (3)**

Emphasis in the course is upon existing research innovators and emerging issues in the field of behavioral science as related to the work and structure of organizations. Issues of power, task accomplishment and strategic planning are studied.

**EDL 553. Educational Leadership Practicum (3)**

Forty hours of practicum experience per credit hour. Prerequisites: Admission to M.S. program in Leadership and Learning and completion of all major coursework and permission of the instructor. Provides supervised practicum experience in a K-12 setting and requires completion of a practicum project.

**EDL 554. Ethical Decision-making Module (4)**

Prerequisite: EDL 544. A course designed to investigate problems and practices of human resource development and law in organizations. This course will explore past and current cases that have impacted educational decisions. Various methods of recruitment, selection, training, motivation, induction, evaluation, and career development will be examined.

**EDL 555. Educational Technology (3)**

The use of computer technology in instruction and administration will be studied. This introductory course is designed to prepare the educational leader to make informed choices regarding technology.

**EDL 557. Leading Instruction Module (6)**

Prerequisites: EDL 544, 548, 549, 554 and admission to the Educational Leadership concentration. The historical perspective on the development of curriculum will be examined. Major trends in elementary

and secondary curriculum will be explore. Additionally, recent trends and effective implementation of curriculum will be studied including clinical models, and effective instructional practices.

**EDL 558. Seminar: Contemporary Issues in Leadership (3)**

Prerequisite: Admission to M.S. program in Leadership and Learning. This graduate seminar course examines the implications of current issues for learning organization leaders. Content will depend on program concentration, but may include topics such as educational reform, learning communities, the significance of current research to learning organizations, and/or the impact of government, economics and the media on organizations.

**EDL 559. Leadership Capstone (3)**

Prerequisites: Completion of all major coursework in the M.S. program in Leadership and Learning and permission of the instructor. Capstone experience will consist of a portfolio presentation and culminating project. The culminating project presentation will be open to the public. With approval, this course may be repeated for credit up to a maximum of six (6) credits.

**EDL 560. Instruction & Evaluation (3)**

Prerequisite: Admission to M.S. program in Leadership and Learning. Effective implementation of the curriculum will be studied with emphasis placed on program evaluation and development. Recent trends and practices will be discussed. Quantitative and qualitative evaluative approaches will be examined.

**EDL 561. Sport Management (3)**

This graduate course provides an analysis of sport management pertaining to various levels of athletics and also provides sports managers with the fundamental legal knowledge necessary to operate in the increasingly litigious sports environment. The theoretical underpinnings of management of athletic organizations, issues of planning and human resource management, and legal concepts of negligence and principles of risk management will be discussed. Additional topics will center on decision-making and communication in the sport context, and legal issues related to facility management, equipment use and accommodation for special populations.

**EDL 562. Sport Marketing (3)**

This graduate course provides a study of marketing and promotion strategies utilized in various aspects of the sports industry. Marketing sport and Marketing through sport will be examined extensively utilizing components of the marketing mix.

**EDL 563. Instructional Design 1 (3)**

Prerequisite: admission to the certificate program in Instructional Design. This foundational course takes a practical application approach to the systematic process of instructional design. Topics covered include needs assessment, learner analysis, and task analysis.

**EDL 564. Instructional Design 2 (3)**

Prerequisite: EDL 563. Learning theories and strategies for learning germane to the knowledge base of instructional designers will be explored. This course will emphasize the use of these strategies to design learning experiences for face-to-face, blended, and online environments.

**EDL 565. Instructional Design 3 (3)**

Prerequisite: EDL 564. Building on foundations of Instructional Design 1 and 2, this course will use case studies to extend learner knowledge and skill in instructional design with a focus on ID models, problem-solving of instructional design and human performance problems, and instructional design decision-



making. The team-approach in ID, pertinent leadership skills, and project management in instructional design will be explored.

**EDL 566. E-Learning Leadership (3)**

Prerequisite: EDL 565. This course will center on designing, developing and leading e-learning programs and projects. In this course, learners will develop a culminating project for the Instructional Design certificate.

**EDL 591. Independent Study in Educational Leadership (3)**

A study of a Leadership and Learning topic supervised by a faculty member. Course may be taken no more than twice. Course is only available with approval.

---

**Electrical Engineering Courses**

**EE 100/ME 100. Engineering Orientation (2)**

Cross-listed with ME 100. Three hours per week. Co-requisite: MATH 110 or MATH 140. General information on engineering disciplines, common engineering practices, engineering profession, engineering education, engineering design including creativity and innovation, team design projects, engineering ethics and engineering opportunities will be provided by the instructors and/or invited professionals. Credit cannot be awarded for both EE 100 and ME 100.

**EE 200. Circuit Analysis (4)**

Three-hour lecture and one-hour lab per week. Prerequisite: MATH 300 or MATH 331. This course teaches elementary electrical circuit concepts and their application to linear circuits with passive elements; use of Kirchhoff's voltage and current laws to derive circuit equations; solution methods for first- and second-order transient and DC steady-state responses; AC steady-state analysis; frequency domain representation of signals; trigonometric and complex Fourier series; phasor methods; complex impedance; transfer functions and resonance; Thevenin/Norton equivalent models; controlled sources.

**EE 201. Introduction to Digital Circuit (4)**

Three-hour lecture and one-hour lab per week. Prerequisites: CS 170 and EE 200. This course studies digital CMOS circuits. MOSFET transistor, combinational circuits and sequential circuits. Design simple digital gates and circuits at the transistor level. Simulate designed circuits to verify performance.

**EE 203. Application Tools for Engineering Students (2)**

Three hours per week. Prerequisite: CS 150 and MATH 141. This course introduces students to current industry-based software tools. It focuses on the specific features of software that are useful for engineering classes. The software tools provide a development environment designed specifically to accelerate the productivity of engineers and scientists. The graphical programming syntax makes it simple to visualize, create, and code engineering systems. The tools will be taught through engineering problems.

**EE 204. Electronics (4)**

Three-hour lecture and one-hour lab per week. Prerequisite: MATH 331 and EE 200. This course studies the modeling, analysis, design, computer simulation, and measurement of electrical circuits which contain non-linear devices such as junction diodes, bipolar junction transistors, and field effect transistors. It includes analysis and design of linear amplifiers, power supplies, and other practical electronic circuits.

**EE 230WS/ME 230WS. Technical Communication (3)**

Cross listed with ME 230WS. Three hours per week. Prerequisites: ENGL 103. Students develop and practice skills in verbal and written communication, conducting secondary research, collaboration with colleagues and supervisors, and using communication and collaboration technology. These skills will be used to deliver technical reports and proposals, professional presentations, internal communication, and other professional forms of communications expected of engineers and scientists. Students are required to write a term paper exceeding 6,000 words and to present it to the class at the end of the term. Credit cannot be awarded for both EE 230WS and ME 230WS.

**EE 301. Introduction to Solid State Devices/Semiconductors (3)**

Three hours per week. Prerequisite: MATH 331 and EE 200. The class analyzes the basics of band theory and atomic structure; charge-transport in solids; current voltage characteristics of semiconductor devices, including p-n junction diodes, bipolar transistors, Schottky diodes, and insulated-gate field-effect transistors; electron emission; and superconductive devices.

**EE 302. Signal and System (3)**

Three hours per week. Prerequisites: CS 170 or EE 203, MATH 331, ME 201 and EE 200. This course develops tools for analyzing signals and systems operating in continuous-time and discrete-time with applications to control, communications, and signal processing. Primary concepts are representation of signals, some useful signal models and operations, classification of signals and systems, linear time-invariant system analysis in continuous-time and discrete-time, Laplace transform, Fourier analysis of signals, frequency response, and frequency-domain input/output analysis. Practical examples are employed throughout, and regular usage of computer tools is incorporated.

**EE 303. Introduction to Power System (3)**

Three hours per week. Prerequisite: EE 204, CS 170 or EE 203. This course is an introductory subject in the field of electric power systems. An introduction to basic concepts of AC systems, single-phase and three-phase networks, the generation, distribution and use of electrical energy in three-phase balanced systems, transformers, transmission lines will be covered. New technologies in the fields of smart grid, green communication, and sustainability will be introduced.

**EE 304. Electrical Machines (4)**

Three-hour lecture and one-hour lab per week. Prerequisites: EE 204 and EE 203 or CS 170. This course teaches basic theory, characteristics, operation and analysis of electromechanical systems. It includes the study of transformers, direct current motors, direct current generators, asynchronous and synchronous machines and induction motors.

**EE 330/ME 330. Introduction to Engineering Management (3; S)**

Cross-listed with ME 330. Three hours per week. Prerequisite: ME/EE 100, ECON 203, ME/EE 230WS. This course covers basic functions of technology management, methods of managing technology, the functions of a technical manager, principles and techniques for quality processes, project management, process management, ethics, communication, and organizational behavior. Case studies are used in each section to illustrate concepts and principles. A semester-long entrepreneurial project is required. Credit cannot be awarded for both EE 330 and ME 330.

**EE 400. Introduction to Microwave (3)**

Three hours per week. Prerequisites: EE 200, PHYS 152 and MATH 331. Students will learn to design and analysis of wireless communication circuits. Topics covered include transmission lines, antennas, filters,

amplifiers, mixers, noise, and modulation techniques. The course is built around a semester long design project.

**EE 405 Special Topics in Electrical Engineering (3)**

Three hours per week. Prerequisites: to be determined by the instructor. Engineering courses on topics of special interest will be taught under this title. Course may be repeated for credit if topic changes.

**EE 411/ME 411. Introduction to Mechatronics (4)**

Cross listed with ME 411. Three-hour lecture and one-hour lab per week. Prerequisites: CS 170 or EE 203, MATH 331, ME 211, and EE 204 or instructor permission. This course presents the synergistic integration of mechanical engineering with electronics and computer control in the design of industrial products and processes. It also surveys basic electronics, electromechanical actuators, analog and digital signals, sensors, basic control algorithms, and microcontrol programming. The course requires weekly laboratory exercises and a final design project. Credit cannot be awarded for both EE 411 and ME 411.

**EE 412/ME 412. Linear Control (3)**

Cross-listed with ME 412. Prerequisites: MATH 311 and EE 302 or instructor permission. This course explores the modeling of linear dynamic systems via differential equations and transfer functions utilizing state space representations and classical input-output representations; the analysis of systems in the time and frequency domains; study of closed-loop systems; state-space methods and the classical stability tests, such as the Routh-Hurwitz criterion, Nyquist criterion, root-locus plots and Bode plots. Studies compensation design through lead and lag networks, rate feedback, and linear state-variable feedback. Credit cannot be awarded for both EE 412 and ME 412.

**EE 413RI. Senior Design I (3)**

Three hours per week. Prerequisite: Instructor permission. Under faculty supervision, students plan a project of at least one semester's duration, conduct the analysis or design and test, and report on the results. If this work is to be the basis for an undergraduate thesis, the course should be taken no later than the student's second-to-last semester.

**EE 414RI. Senior Design II (3)**

Three hours per week. Prerequisites: EE 413RI and instructor permission. Under faculty supervision, students plan a project of at least one semester's duration, conduct the analysis or design and test, and report on the results.

**EE 415SI/ME 415SI. Electrical Engineering Seminar (1)**

Cross listed with ME 415SI. One hour per week. Electrical engineering majors must complete a one-semester, research intensive, senior seminar. The Senior Seminar is intended to be a capstone experience with opportunities for students to pull together and reflect upon what they have learned in their coursework and to employ the skills they have mastered. These seminars are also research seminars, in which students will participate in creating and sharing knowledge. Credit cannot be awarded for both EE 415SI and ME 415SI.

---

**Elementary Education Courses**

**ELE 202. CM 1 - Mathematics I (5)**

This module is the first part of a two semester sequence designed to give students an in-depth knowledge of mathematics in elementary schools. Topics in elementary mathematics will be examined from a problem solving and conceptual framework with a view to in-depth understanding of these topics and their interrelationships. Topics will include sets, numeration systems, computational

methods, algebraic concepts and number theory. Emphasis will be placed on the use of manipulatives and technology for gaining understanding and solving problems. The approach will integrate the understanding of these topics and their interrelationships with the approaches to teaching these topics in (K-6) classrooms. This is a required content module for all elementary education majors

**ELE 301. CM 3 - Social Studies (5)**

This module is designed for pre-service teacher candidates to engage in learning Social Studies content through a variety of constructivist teaching strategies. Social Studies teaching methods are interwoven with reading strategies and skills, classroom management techniques, technologies and field-based experiences in order to implement the effective teaching of social studies for a wide diversity of students, including English language learners (ELLs).

**ELE 303. CM 4- Technology (5)**

This module focuses on strategies to integrate technology in teaching and learning in a meaningful way to promote a diversity of students' depth of understanding of concepts and process and to use productivity tools for assessment. It includes current applications of technology used to plan and design the technology to be integrated into learning experiences.

**ELE 304. CM 4 - Technology (6)**

This module focuses on strategies to integrate technology in teaching and learning in a meaningful way to promote a diversity of students' depth of understanding of concepts and process and to use productivity tools for assessment. It includes current applications of technology used to plan and design the technology to be integrated into learning experiences.

**ELE 305. CM 5-Mathematics II (5)**

This module is the second part of a two semester long sequence and is designed to give students a conceptual framework and in-depth knowledge of the mathematics in the elementary school. Topics in elementary mathematics will be examined from a problem solving and conceptual framework with a view to in-depth understanding of these topics and their interrelationships. Topics will include Statistics, Probability & Data Analysis, Geometry and Measurement. Emphasis will be placed on the use of manipulatives and technology for gaining understanding and solving problems. The approach will integrate the understanding of these topics and their interrelationships with the approaches to teaching these topics in K-6 classrooms. This is a required content module for all elementary education majors.

**ELE 306. CM 5 - Mathematics II (6)**

This module is the second part of a two semester long sequence and is designed to give students a conceptual framework and in-depth knowledge of the mathematics in the elementary school. Topics in elementary mathematics will be examined from a problem solving and conceptual framework with a view to in-depth understanding of these topics and their interrelationships. Topics will include Statistics, Probability & Data Analysis, Geometry and Measurement. Emphasis will be placed on the use of manipulatives and technology for gaining understanding and solving problems. The approach will integrate the understanding of these topics and their interrelationships with the approaches to teaching these topics in K-6 classrooms. This is a required content module for all elementary education majors.

**ELE 307. CM 6-Science (5)**

This module is designed for pre-service teacher candidates to engage in learning Science content for the elementary school teacher, modeled and practiced using a variety of constructivist teaching strategies. Science teaching methods are interwoven with reading strategies and skills, technologies, classroom

management techniques and field experiences necessary to implement the effective teaching of science for a diversity of students, including English language learners (ELLs).

**ELE 308. CM 6 - Science (6)**

This module is designed for pre-service teacher candidates to engage in learning Science content for the elementary school teacher, modeled and practiced using a variety of constructivist teaching strategies. Science teaching methods are interwoven with reading strategies and skills, technologies, classroom management techniques and field experiences necessary to implement the effective teaching of science for a diversity of students, including English language learners (ELLs).

**ELE 311. Foundations of Reading Instruction (3)**

This course builds foundational knowledge related to reading and literacy theory to develop substantive understanding on how the reading components and integration of the components improves reading proficiency for K-12 students. This course qualifies for Florida State Reading Endorsement Requirements for Competency One.

**ELE 313. Application of Research based Instructional Reading Practices (3)**

Prerequisite: ELE 311. This course applies and uses the principles of research-based reading instructional practices and the integration of the reading components following a systematic problem solving process to scaffold the reading development of K-12 students. This course qualifies for Florida State Reading Endorsement Requirements for Competency Two. Includes a lab experience.

**ELE 403. Music and Art Methods for Elementary Teachers (3)**

This course provided the elementary classroom teacher with the competencies, skills, teaching strategies and classroom management techniques that will help them to integrate these two important subjects into curriculum.

**ELE 413. Foundations of Reading Assessment(3)**

Prerequisite: ELE 313. This course develops foundational knowledge on how to select, administer appropriate assessments, and analyze data to inform reading instruction to meet the needs of K-12 students following a systematic problem solving process. This course qualifies for Florida State Reading Endorsement Requirements for Competency Three and is a 25-hour service-learning course; includes a lab experience.

**ELE 417. Foundations and Application of Differentiated Instruction (3)**

Prerequisite: ELE 413. This course develops broad knowledge regarding differing student profiles to understand and apply research-based instructional practices that differentiates process, product, and context following a systematic problem solving process. This course qualifies for Florida State Reading Endorsement Requirements for Competency Four.

**ELE 423. Clinical Applications and Demonstrations of Reading Education (3)**

Prerequisite: ELE 417. Students demonstrate knowledge of the foundations of reading development, reading assessment, and interpretation of data. Through a supervised practicum, students implement a research-based reading intervention following a systematic problem-solving process to increase the reading proficiency of all students, including struggling students, ELLs, students with disabilities, and students from diverse populations. This course qualifies for Florida State Reading Endorsement Requirements for Competency Five: Demonstration of Accomplishment and includes a lab experience.

**ELE 501. Clinical Applications and Demonstrations for Reading Endorsement (3)**

Prerequisite: ELE 417. Through a supervised practicum, students demonstrate knowledge of the

components of reading, assessment, and data analysis to implement a comprehensive research-based reading plan of instruction for all students following a systematic problem solving process. Evidence collected demonstrates ability to increase the reading proficiency of all students, including struggling students, ELLs, students with disabilities, and students from diverse populations. This course fulfills Florida State Reading Endorsement for Competency Five: Demonstration of Accomplishment.

---

## English Courses

### **ENGL 101. Elements of Composition (3; F, S)**

Three hours per week. An emphasis on the principles of writing and an introduction to the reading of college-level prose.

### **ENGL 103. Introductory Writing (3; F, S)**

Three hours per week. A student must earn at least a "C-" or the course must be repeated. This course must be completed within the student's first year of study. ENGL 103 focuses on the development of skills necessary for reading analytically and writing clear, accurate, coherent expository prose. It also introduces students to basic research skills, library resources, and documentation systems. Students who pass ENGL 103 but do not pass the ENGL 103 Exit Exam are required to enroll in ENGL 214WI prior to reaching 60 credit hours, and must pass ENGL 214WI in order to graduate.

### **ENGL 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **ENGL 199. Special Topics (1-3)**

Prerequisite: ENGL 103. A study of selected topics of interest in language, literature, film, and/or writing. Course may carry a RI, WI, or H designation. May be repeated for credit when the topic has changed.

### **ENGL 202. The American Literary Experience (3)**

Three hours per week. A survey of American literature from the Puritans to the present, emphasizing major authors and identifying themes common to different historical periods. Includes a variety of critical approaches.

### **ENGL 203. World Literature (3; F, S)**

Three hours per week. Prerequisites: Students must have passed ENGL 103 with a "C-" or better in order to enroll in ENGL 203. Students may simultaneously be enrolled in ENGL 214WI while they take ENGL 203. A survey of selected masterpieces, translated into English, which have influenced the evolution of various world cultures over several centuries. Works studied might include Gilgamesh, The Odyssey, The Ramayana, The Koran, Japanese Noh drama, and African literatures.

### **ENGL 204. The British Literary Experience I (3)**

Three hours per week. An introduction to British writers of major importance from the Beowulf poet to the pre-Romantics. Includes a variety of critical approaches.

**ENGL 206. The British Literary Experience II (3)**

Three hours per week. An introduction to major literary movements and writers, from Wordsworth and Coleridge to the present. Includes a variety of critical approaches.

**ENGL 212. Special Topics (var. 3-6)**

A study of selected topics of interest in language, literature, film, and/or writing. Course may carry a RI, WI, or H designation. May be repeated for credit when the topic has changed.

**ENGL 214WI. Research Writing in the Disciplines (3; F, S)**

Three hours per week. Prerequisite: Students must have taken and passed ENGL 103 with a "C-" or better. Course will further develop research writing skills with an emphasis on writing across the curriculum. Special focus on argumentative writing, thesis development, analysis, and discipline-appropriate conventions of organization, structure, and language; also focuses on using source material, summarizing, quoting, using in-text citation, using documentation systems, grammar and mechanics. Open to students in any major at any point in their studies; however, students who pass ENGL 103 but do not pass the ENGL 103 proficiency exam are required to enroll in ENGL 214WI prior to reaching 60 credit hours, and must pass ENGL 214WI in order to graduate. May be taken simultaneously with English/literature core requirement.

**ENGL 302WI. Writing: Exposition (3)**

Three hours per week. Enrollment limited to 15 students. Intensive study and practice in the methods used in exposition, that is, writing which sets forth or explains the nature of an idea, object or theme.

**ENGL 304WI. Writing: Argumentation (3)**

Three hours per week. Enrollment limited to 15 students. Intensive study and practice in the methods used in argumentation, that is, the attempt to influence a reader by establishing the truth or falsity of a proposition.

**ENGL 305. Survey of Literary Theory (3; F, S)**

Three hours per week. Required for English majors. This course provides an introduction to the most important schools of literary interpretation. It will examine the primary schools of thought as well as the debates that surround them. This course explores these schools and more while honing the student's skills of literary interpretation through analysis, critical writing, and the development of a lexicon related to these skills.

**ENGL 306WI. Creative Writing (3)**

Three hours per week. May be repeated with permission of instructor for credit, depending on the extensiveness and nature of the project. Enrollment limited to 15 students. Critical guidance for students who are interested in producing original, imaginative prose or poetry.

**ENGL 308. Theory and Practice of Copy Editing (3; F/S)**

This course will introduce students to various approaches to editing and editorial theory. Topics may include exploration of the nature of text, the author/editor relationship, fact-checking, and style manuals. The course will also examine practical issues related to editing text for contemporary readers, the role of authorial voice, and the use of digital technology in the preservation and transmission of text. Theory will meet practice in assignments that require students to apply various editorial theories to written texts in both online and offline environments.

**ENGL 310. Studies in Film (3)**

Three hours per week. Topics might include film genres, specific directors, film and psychology, film and politics. May be repeated for credit when the topic has changed.

**ENGL 316. Readings in Drama (3)**

Three hours per week. Topics and approaches will vary from year to year. The course may present a traditional survey, focus on a particular historical period or theme, or examine the elements of drama in a way that cuts across historical and thematic lines. May be repeated for credit when the topic has changed.

**ENGL 318. Readings in Poetry (3)**

Three hours per week. Topics and approaches will vary from year to year and may range from an examination of the elements of poetry, as employed by master poets, to a study of particular poetic forms, such as the sonnet or lyric. May be repeated for credit when the topic has changed.

**ENGL 320. Readings in the Novel (3)**

Three hours per week. Topics and approaches will vary from year to year. The course may present a traditional survey of representative British novelists or focus on a particular historical period or theme, or examine the elements of the novel in a way that cuts across historical and thematic lines. May be repeated for credit when the topic has changed.

**ENGL 322. Readings in Nonfiction (3)**

Three hours per week. Topics will vary from year to year, but the course will explore the many sub-genres of nonfiction/CNF (creative nonfiction) including but not limited to: memoir, journalistic nonfiction, personal essay, lyric essay, biography, and autobiography. The course may also consider the challenges of the genre (Truth vs. accuracy, etc.) as well as the history, major works, and prominent authors in the genre.

**ENGL 324. Early and Medieval British Literature (3)**

Three hours per week. A study of representative works in their original language from England's first literary period, beginning with Beowulf and continuing through selected works of Chaucer.

**ENGL 326. Renaissance Literature (3)**

Three hours per week. A study of the poetry, prose, and drama of the Elizabethan Age and seventeenth century. Likely to be discussed are such authors as Spenser, Sidney, Marlowe, Shakespeare, Donne and Milton.

**ENGL 328. Restoration & 18th Century British Literature (3)**

Three hours per week. A study of selected British prose and poetry from 1660 to 1800, with special emphasis on such authors as Dryden, Swift, Pope, Johnson and members of their social and artistic circles.

**ENGL 330. 19th-Century British Literature (3)**

Three hours per week. A critical overview of nineteenth century prose and poetry, from the rebellious romantic movement and its chief proponents – including Wordsworth, Coleridge, Byron, Shelley, Keats and the Brontes – to the rise, triumph and fall of the Victorian age as seen in the works of Carlyle, Browning, Arnold, Tennyson, Dickens and George Eliot, among others.

**ENGL 332. Modern British Literature (3)**

Three hours per week. A survey of the major forces in 20<sup>th</sup> century British prose and poetry.



**ENGL 338. 19th-Century American Literature (3)**

Three hours per week. An examination of American prose and poetry from the pre-Civil War romantics to the realists and naturalists who responded in varying ways to the industrial spirit of late-nineteenth and early twentieth century America. Likely to be included are such writers as Emerson, Hawthorne, Poe, Melville, Whitman, Dickinson, Twain, Crane, Chopin, Dreiser and Henry James.

**ENGL 340. 20<sup>th</sup> Century American Literature (3)**

Three hours per week. Major American writers of fiction and poetry from the 20<sup>th</sup> century. Likely to be included are such writers such as T.S. Eliot, Pound, Williams, Stevens, Anderson, Hemingway, Fitzgerald, Faulkner and Wright, among others.

**ENGL 342. Contemporary Literature (3)**

Three hours per week. A study of British, American, and other English literature of the last two or three decades, considering international influences and the rise of postmodernism. May be repeated for credit when the topic has changed.

**ENGL 378. Special Topics (var. 3-6)**

A study of selected topics of interest in language, literature, film, and/or writing. Course may carry a RI, WI or H designation. May be repeated for credit when the topic has changed.

**ENGL 400. Linguistics (3)**

Three hours per week. An introduction to basic linguistic theory including semantics, pragmatics, syntax, morphology, and phonology, especially as these fields apply to the study of literature.

**ENGL 402. English Grammar (3)**

Three hours per week. The study of grammar, drawing on traditional, structural, and transformational generative methodologies.

**ENGL 406WI. Advanced Creative Writing (3)**

Three hours per week. Prerequisite: ENGL 306WI or permission of the instructor. Enrollment limited to 15 students. May be repeated with permission of instructor for credit, depending on the extensiveness and nature of the project. A continuation of ENGL 306WI.

**ENGL 408. Shakespeare (3)**

Three hours per week. A study of Shakespeare as poet and playwright; an examination of his plays in performance as well as in literary context. The plays chosen will vary from year to year but will usually include a mixture of early and late works through a sampling of comedies, histories and tragedies.

**ENGL 410. Studies in Major British Authors (3)**

Three hours per week. An intensive examination of British writers of compelling interest. The course may focus on a single author, such as Chaucer, Milton or Blake, or compare the moral and social alternatives offered by several authors, such as George Eliot, Shaw and Lawrence. May be repeated for credit when the topic has changed.

**ENGL 411. Medical Autobiography (3)**

Three hours per week. Medicine faces the challenge of applying a universalizing diagnosis to each patient's intensely personal and unique experience. Autobiography, a traditional locus for self-reflection, provides an especially appealing genre through which to explore these tensions between medical categorization and the unique individual. When medical practitioners write autobiographies, they express varying degrees of satisfaction and discomfort with navigating between the hard sciences

and the subjective experiences of their patients. When people who have experienced illness write autobiographies, ailments play a key role as authors reflect on the effects that sickness has on their sense of self. In the course, we will read autobiographical works written from the perspective of both practitioner and patient in order to explore the relationship between illness and self-expression.

**ENGL 412. Studies in Major American Authors (3)**

Three hours per week. An intensive examination of American writers of compelling interest. The course may focus on a single author, such as Henry James or Mark Twain, or compare the world-views of several authors, such as Melville and Faulkner. May be repeated for credit when the topic has changed.

**ENGL 414. Special Topics (var. 3-6)**

A study of selected topics of interest in language, literature, film, and/or writing. Course may carry a RI, WI, or H designation. May be repeated for credit when the topic has changed.

**ENGL 425. Gender & Literary Perspectives (3)**

Three hours per week. A study of roles, theories, and issues of gender and family. Focus may be on one or more forms of expression, including fiction, drama, poetry, essays, films or nonfiction. May be repeated for credit when the topic has changed.

**ENGL 432. Literature & Composition (3)**

Three hours per week. The interrelatedness of the teaching of writing and the teaching of literature, with an emphasis on the composing process that unites these disciplines.

**ENGL 490. Internship (max. 6)**

Prerequisite: Junior or senior status. The student will work for a minimum of three hours per week for each hour of academic credit. These credit hours will not satisfy any requirements for an English major or minor. The internship must be arranged by a member of the English faculty and be approved by the Humanities Division Chair, as well as the organization providing the work. Opportunities for internships depend on the needs of local organizations and the availability of faculty members to coordinate student work.

**ENGL 495. Certificate in Editing Practicum (3; F/S)**

Prerequisites: ENGL 308, ENGL 402, and COMM 331. The goal of the practicum is to place students in environments where they can put into practice the editing skills and theories explored in their curriculum. Although students will be encouraged to work in off campus environments, on campus opportunities will be allowed. Practicum experiences should emphasize working with and/or producing written text. A practicum involving editing experiences in web-based environments (including e-publishing sites, online journals and web-design companies), traditional print environments, and advertising and marketing companies will have priority.

---

**English Language Program Courses**

**Courses available to international students who intend to enter U.S. programs. Completion of the English Language Program does not guarantee acceptance to Jacksonville University.**

**ELP 011. Intro Listening I (2)**

This course is a first level listening course that introduces students to the alphabet and spelling, basic question structure, basic vocabulary such as name and titles, number and time expressions, and the use of different tenses and prepositions in contextualized speech.

**ELP 012. Intro Speaking I (2)**

This is a first level speaking course which is designed to develop listening and oral communication skills and build the confidence of beginning-level students.

**ELP 013. Intro Vocabulary I (2)**

In this course, students will be introduced to basic English vocabulary used in academic settings.

**ELP 014. Intro Reading I (2)**

In this course, students will be exposed to basic written texts and introduce the concepts of skimming and scanning a text.

**ELP 015. Intro Writing I (2)**

In this course, students will develop students' ability to express ideas through simple sentences and introduce basic paragraph form.

**ELP 016. Intro Grammar I (2)**

This course is a first level English grammar that provides the foundation skills for students. Students will be introduced to basic grammar forms in present tense verbs and subject/verb agreement.

**ELP 021. Intro Listening II (2)**

This is a second level listening course that introduces students to common idiomatic expressions, directional vocabulary, request phrases, and listening for main ideas; familiarize students with basic presentation and note-taking skills.

**ELP 022. Intro Speaking II (2)**

In this course, students will increase listening comprehension and speaking fluency in everyday situations by focusing on some essential grammar, vocabulary, and pronunciation skills needed . Students will be introduced to focus on sentence stress for content and function words and to use intonation in questions and to introduce communication and gestures used in small talk.

**ELP 023. Intro Vocabulary II (2)**

In this course, students will be introduced to define lexical items in context and construct sentences and questions using the vocabulary words in a personal context.

**ELP 024. Intro Reading II (2)**

In this course, students will be exposed to multi-paragraph readings that develop a central idea and increase students' reading strategies for comprehension.

**ELP 025. Intro Writing II (2)**

In this course, students will develop writing ability to organize written information in paragraph form and expose students to basic paragraph genres.

**ELP 026. Intro Grammar II (2)**

This course starts with a review of grammar fundamentals and then progress to more complex grammar and language points to give students a strong foundation in high beginning level grammar.

**ELP 031. Intermediate Listening I (2)**

This is a third level listening course that introduce students to spoken phrasal verbs and polite request phrases; expose students to short formal presentation skills, leaving messages, and pronunciation of verb conjugation structures.

**ELP 032. Intermediate Speaking I (2)**

In this course, students will develop more fluid speech and pronunciation by using contractions, using linking words to connect ideas, reducing sounds such as "didga" or "d'ya," rising intonation for surprise or tag questions and adding stress in compound nouns.

**ELP 033. Intermediate Vocabulary I (2)**

In this course, students will build on vocabulary at a low-intermediate level by introducing them to various strategies such as obtaining or guessing meaning from context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families.

**ELP 034. Intermediate Reading I (2)**

In this course, students will be exposed to readings which employ a wide range of high-frequency vocabulary and develop a central idea over several paragraphs.

**ELP 035. Intermediate Writing I (2)**

In this course, students will work on increasing the range of sentence structures students can employ and expose students to a wider variety of paragraph genres.

**ELP 036. Intermediate Grammar I (2)**

This is a third level grammar course. In this course, students will be introduced to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses.

**ELP 041. Intermediate Listening II (2)**

In the fourth level of listening course, students will be introduced to reduced forms of function words; expose students to articulating main ideas and supporting details of academic information, participating in a class discussion, more complex academic presentation and note-taking skills, and summarizing of news information.

**ELP 042. Intermediate Speaking II (2)**

In this course, students will be prepared to give clear presentations to a small group using organized physical or mental notes, visuals, posture, speaking volume and speed, and enthusiasm and to help students speak naturally and comfortably with correct pronunciation of word endings, key word stress, reduced function words, and linking sounds.

**ELP 043. Intermediate Vocabulary II (2)**

In this course, students will continue to build vocabulary at an intermediate-mid level by obtaining or guessing meaning from context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families from intermediate-mid level texts.

**ELP 044. Intermediate Reading II (2)**

In this course, students will be exposed to simplified academic readings that develop a central idea with substantial supporting information and increase students' ability to employ reading strategies to analyze text.

**ELP 045. Intermediate Writing II (2)**

In this course, students will be introduced to basic essay composition form and introduce written structures that express basic relationships among ideas.

**ELP 046. Intermediate Grammar II (2)**

In this fourth level grammar course, students will be introduced to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses.

**ELP 051. Advanced Listening (2)**

In this advanced level listening course, students will be introduced to verbal cues in attitude and tone, citation, phrasing, blending, and linking; expose students to leading class discussions, self-correction, and academic presentation skills with citations.

**ELP 052. Advanced Speaking (2)**

In this advanced level speaking class, students will be prepared to become participants and leaders in group discussions by understanding their own interpersonal and intrapersonal communication skills, listening critically and objectively to their peers, and orally presenting information, ideas, and opinions in a coherent and organized way in front of small groups

**ELP 053. Advanced Vocabulary (2)**

In this course, students will continue to enhance vocabulary at an advanced level by obtaining or guessing meaning from more complex context, focusing on high frequency words for this level, and identifying synonyms and parts of speech from word endings or word families from advanced-low level texts.

**ELP 054. Advanced Reading (2)**

In this course, students will be exposed to a variety of readings that deal with academic topics and increase students' reading speed and ability to employ critical reading strategies.

**ELP 055. Advanced Writing (2)**

In this course, students will be introduced to written compositions that support a central thesis and incorporate source material into academic compositions.

**ELP 056. Advanced Grammar (2)**

In this advanced grammar course, students will learn advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, and adverb clauses.

---

**Entrepreneurship Courses****ENT 480. Special Topics in Entrepreneurship (3)**

A study of selected topics of major interest in Entrepreneurship not covered in other course offerings.

**ENT 481. Entrepreneurship and the New Economy (3; F)**

Three hours per week. The focus is the study of the entrepreneur and the entrepreneurial start-up process. Areas of concentration include the search for new venture opportunities, evaluation of the viability and attractiveness of the new venture; determining the resources required and the sources of those resources; preparation of financial statements addressing cash flow, valuation and investment justifications; and the development of a business plan appropriate for presentation to funding sources.

**ENT 482. Managing and Growing the Entrepreneurial Enterprise (3)**

Three hours per week. This course focuses on the challenges of managing and growing entrepreneurial ventures both within a start-up and/or within the established organization. The issues considered cover

all the dimensions of a business, to include finance, organizational structure, marketing, strategy and investor relations. This course is relevant for students interested in a career path in larger, established companies that are driven by opportunity and innovation, as well as students considering self-employment.

**ENT 483/FIN 483. Venture Finance (3)**

Cross listed with FIN 483. Three hours per week. Prerequisite: Junior status or permission of the instructor. Basic concepts of finance will be applied to the entrepreneurial venture, beginning with company start-up and concluding with the “harvest.” Entrepreneurial decisions and alternatives are analyzed in terms of their effect of firm value. The central focus of the course is to gain an understanding of the financing of entrepreneurial ventures, including ways investors identify and commit the necessary resources to create and finance ventures. Lectures, in-depth discussions, and cases are used to address specific concepts and skills relevant to developing and financing a new venture. These concepts will include: evaluating the opportunity, financing the venture, valuing the emerging company and harvesting the venture by selling it or going public. Credit cannot be awarded for both ENT 483 and FIN 483.

**ENT 487. Independent Study in Entrepreneurship (3)**

A study of an Entrepreneurship topic supervised by a faculty member. Course is only available with approval.

**ENT 490. Internship in Entrepreneurship (var. 0-6, max. 6)**

Five to 15 hours per week. Prerequisites: Junior or senior status; an overall GPA of 2.5 or better, and 3.0 or better in major. For additional information, see the introduction to the Davis College of Business section in this catalog. A maximum of six credit hours will be allowed toward the major.

**ENT 587. Special Topics in Entrepreneurship (var. 1-3)**

A study of selected topics of major interest in Entrepreneurship not covered in other course offerings.

**ENT 592. Independent Studies in Entrepreneurship (var. 1-3)**

A study of related entrepreneurship topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project.

**ENT 610. Managing Growth and the New Venture (3)**

This course focuses on the opportunities and challenges of managing growing companies in a professional manner while maintaining an entrepreneurial spirit. This course is also relevant for individuals in larger, mature organizations where innovation and management of opportunities is required rather than strict adherence to the efficient management of ongoing operations. (Lectures, cases analysis and speakers.)

**ENT 620. Entrepreneurial Finance (3)**

Cross-listed with FIN 620. Prerequisite: FIN 534. Basic concepts of finance will be applied to the entrepreneurial venture, beginning with company start-up and concluding with the “harvest.” Entrepreneurial decisions and alternatives are analyzed in terms of their effect of firm value. The central focus of the course is to gain an understanding of the financing of entrepreneurial ventures, including ways investors identify and commit the necessary resources to create and finance ventures. Lectures, in-depth discussions, and cases are used to address specific concepts and skills relevant to developing and financing a new venture. These concepts will include: evaluating the opportunity, financing the venture,

valuing the emerging company, and harvesting the ventures by selling it or going public. An integral part of the course pedagogy is participation in the Spring Board Venture Capital Fund.

### **ENT 630. New Venture Creation (3)**

In this course, the focus is on the start-up process and the entrepreneurs who are the catalyst for new business formation. The primary areas of concentration include the following: the search for new venture opportunities; evaluation of the viability and attractiveness of the new venture; determining the amount of resources required and the source of these resources; and the development of a team business plan appropriate for presentation to venture capitalists. (Lectures, case analysis, speakers and business plan.)

---

## **Environmental Studies Courses**

### **ENV 101. Introduction to Environmental Studies (4)**

Three hours lecture and three hours laboratory per week. A multidisciplinary introductory course. Topics covered will prepare students for classes in biology, chemistry, geography and marine science. Course examines the important concepts and topics in environmental studies. Invited lectures will add expertise and perspective of many disciplines. Students will read papers on current issues, conduct searches of the primary literature, and search World Wide Web sources to enhance their understanding of special topics. They will learn through exploration the diversity of public regulatory and private organizations active in the field.

### **ENV 199. Special Topics in Environmental Studies (3)**

Three hours per week. May be taken for elective credit one time. This course may be offered on demand; covering predetermined introductory special topics of environmental significance. Lectures and discussions will be conducted by the combined efforts of staff members, visiting speakers and students.

---

## **Film/Video/Animation Courses**

### **FVA 101. Introduction to Film (3; F)**

Three hours per week. A seminar course that explores various aspects of filmmaking, which may include script development, pre-production, film music, new technology, sound design, digital cinematography, basic computer animation, studio versus independent films and other interesting film concepts.

### **FVA 170. History of Film (3)**

This course explores the social, artistic, economic and technical factors in the development of the motion picture from the 1890s to the present. Students will be exposed to some of the multiple connections between film history and social-political history.

### **FVA 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**FVA 201. Elements of Screenwriting (3; F)**

Three hours per week. Prerequisites: FVA 101. A basic immersion in and introduction to screenwriting, which will cover idea development, outlining, treatments, story, character, conflict, visual story-telling, setting, dialogue, emotional tone, stage directions, professional format, the Five-Minute Short Film, and the Workshop Process.

**FVA 262. 3D Modeling and Design (3; F)**

No pre-requisites. This introductory class teaches effective techniques for designing, modeling, texture-mapping, lighting and rendering 3D models. Students explore polygonal, NURBS and Subdivision Surfaces modeling techniques. The instructor emphasizes efficiency, animatability and quad-based topology throughout the class. Students learn appropriate methods of displaying their models in print and video.

**FVA 263. Basic Computer Animation (3; S)**

No prerequisites. This is a course in bringing characters to life through proper animation mechanics. Starting from a simple bouncing ball and proceeding to more complex characters, students will learn the principles of animation by animating characters to solve animation problems. The class also addresses the necessary modeling and rendering skills needed to turn their animations into a working demo reel.

**FVA 273. Production I (3; S)**

Prerequisite: FVA 101. This course examines basic and intermediate film/video production principles. Students will create aesthetically and technically acceptable media productions and learn to work creatively in a group.

**FVA 276. Special Topics in Film (var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in film and its technology.

**FVA 301. Advanced Screenwriting (3; S)**

Three hours per week. Prerequisites: FVA 201. Advanced study and practicum in writing feature-length screenplays, with emphasis on creating works for production, sale, and/or publication.

**FVA 363. Time Based Art (4)**

Prerequisite: ART 254 or permission of instructor. This course examines the effect time has within the digital domain and in the physical world. It places a primary focus on the exploration of digital sound environments, 2-D animation, broadcast graphics, and digital video. Instruction encompasses screen-delivered computer graphics, as well as alternative output options.

**FVA 364. Character Modeling and Animation (3; S)**

Prerequisite: FVA 263. This course covers the fundamentals of designing, modeling, texture mapping and articulating characters to be used in an animation environment. Building on lessons learned in previous animation classes, students learn how modeling and rigging relates to and facilitates 3D Character animation. This class connects with and enhances Intermediate Computer Animation.

**FVA 366. Intermediate Computer Animation (3; F)**

Prerequisite: FVA 263. Building on topics from earlier classes, this class will explore mid-level animation projects involving weight transfer, lip synch and action sequencing. Efficient compositing, proper animation editing and appropriate project development techniques will serve as core concepts for the class.



**FVA 367. Animation Drawing (3; F)**

Prerequisite: ART 254 or permission of instructor. This class covers different aspects of drawing as they apply to animation. Topics covered may include objective perspective drawing, design presentation drawing, rotoscoping, motion analysis and "straight ahead" vs. "pose to pose" animation.

**FVA 368. Animation Rendering (3; F)**

Prerequisite: FVA 262 or FVA 263 or permission of instructor. Students in this class learn rendering techniques using the school's animation and rendering software. As they are essential to creating effective renderings, we will also cover lighting and texture mapping techniques, and rendering in passes combined with compositing to provide students with the skills to render almost any type of animation.

**FVA 373. Production II (3; S)**

Prerequisites: FVA 101, FVA 201, FVA 273, FVA 363. This course examines intermediate and advanced digital filmmaking production methods and aesthetics emphasizing narrative and synchronous sound recording. Students will pair technical filmmaking knowledge with visual storytelling techniques and synchronized sound recording in order to create a narrative film that can resonate with an audience.

**FVA 376. Special Topics in Film (var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in film and its technology.

**FVA 462. Advanced Computer Animation (3; S)**

Prerequisite: FVA 364. May be repeated for credit up to nine hours. This class covers complex issues in computer animation production. Students are expected to be capable of seeking out knowledge. Students learn effects animation and advanced rendering techniques coupled with preproduction and pre-visualization methodologies. The goal is the production of a short 45 second film while demonstrating the ability to independently plan and execute a longer thesis in the following year.

**FVA 472. Directing (3)**

Prerequisites: FVA 101, FVA 201, FVA 273, FVA 363. A survey workshop exploring the visualization of script material through the directing of scenes and exercises. A special focus will be working with the actor, along with interpreting the screenplay through the camera and performance, directing the camera and the actor, and running the set.

**FVA 473. Advanced Production (3)**

Three hours per week. Prerequisites: FVA 101, FVA 201, FVA 273, FVA 363, and FVA 373. A class exploring the skills and experiences developed in the course of the film program curriculum, manifested in the production of a group and an individual film project. A special focus will be the filmmaking process, all the instances of its making from pre-production to distribution, emphasizing the student's professional career in film.

**FVA 474. Cinematography (3)**

Three hours per week. Prerequisites: FVA 101, FVA 201, FVA 273, FVA 363. A hands-on workshop and lab course in which students learn video and film photography, including basic essentials such as composition, cameras, lenses, film stock, lighting and related areas. The workings of departments such as Technical Operations will be explored, as will Electric, Grip, Gaffer and lab skills.

**FVA 476. Special Topics in Film (var. 1-4)**

Three hours per week. May be repeated for credit as content changes. Particular topics or themes in film and its technology.

**FVA 480WR. Senior Thesis (3; F)**

Three hours per week. Prerequisites: Senior classification in Film major, completion of core classes, completion of at least 50 credit hours in the major, and review by faculty. Satisfies University Core Curriculum requirement for writing-intensive course, satisfies University Experiential Learning requirement for research-intensive course, and is required of film majors. This course involves intensive development and enhancement of film studies concentration, specifically writing for professionalism including: position application cover letter, resume and director's statement, as well as written thesis. Creation of cohesive body of work in support of thesis; expansion and presentation of portfolio in writing format or electronic reel. Planning of Spring Senior Thesis Exhibition and post graduate career strategies.

**FVA 481SR. Senior Thesis (3; S)**

Three hours per week. Prerequisites: Senior classification in Film major, successful completion of FVA 480WR, and successful completion of at least 50 credit hours in major. Satisfies University Core Curriculum requirement for speech-intensive course, satisfies University Experiential Learning requirement for research-intensive course, and is required of film majors. Continuation of Senior Thesis, while focusing on development of public speaking skills. Students learn to deliver skillful visual presentations, in a range of speech formats, including demonstration, advocacy/sales, mock job interview, etc. Mounting of Senior Thesis Exhibition or Screening and each student's oral defense of completed thesis research project.

---

**Finance Courses****FIN 300. Personal Finance (3)**

Three hours per week. This course is designed to develop a realistic understanding of personal financial planning and management. Topics include personal budgeting, personal investment management, personal taxes, insurance, and estate and retirement planning. Note: FIN 300 cannot be used to satisfy any major or minor requirements in the Davis College of Business.

**FIN 301. Corporate Finance (3; F/S)**

Three hours per week. Prerequisites: ACCT 202, ECON 201, and ECON 202. A "C" or better is required for a student majoring or minoring in finance. This course examines principles and techniques applicable to the financial management of a firm. Topics include the time-value-of-money, risk and return, valuation of debt and equity securities, capital budgeting analysis, cost of capital, and financial analysis.

**FIN 305/ACCT 305. Financial Statement Analysis (3; F)**

Cross listed with ACCT 305. Three hours per week. Prerequisite: FIN 301. This course is an in-depth analysis of financial statements and the accounting principles that underlie their preparation. Topics include the process of income determination, liability recognition, and asset valuation, along with financial ratio analysis and pro forma financial statement preparation. Case analysis approach is used in addition to readings and problems. This course assumes a good background in financial accounting and in the principles of finance. Credit cannot be awarded for both FIN 305 and ACCT 305.

**FIN 306. Real Estate (3)**

Three hours per week. Prerequisite: FIN 301 or consent of instructor. This course examines the principles and practices of real estate, including real estate valuation, real estate law, and real estate financing.

**FIN 307. Risk Management & Insurance (3)**

Three hours per week. Prerequisite: FIN 301 or consent of instructor. This course examines risk management theory and concepts, including risk assessment, risk management techniques, the insurance industry and coverage, and benefit programs and issues.

**FIN 310/ECON 310. Money & Banking (3; F)**

Cross listed with ECON 310. Three hours per week. Prerequisite: ECON 201. Topics include the role of money; commercial banks, and other financial institutions, price level movements; money flow and the business cycle; Federal Reserve Bank organization and functions; the control of credit; and the interrelation of monetary and fiscal policy. Credit cannot be awarded for both FIN 310 and ECON 310.

**FIN 415/INB 415. International Finance (3; S)**

Cross listed with INB 415. Three hours per week. Prerequisites: ECON 201, ECON 202 and FIN 301. This course examines the international risk and return issues facing both the domestic and multinational firm. Specific topics include the determinants of exchange rates, alternative exchange rate systems, the international flow of funds, the measurement and hedging of exchange rate risk, the instruments of international trade financing, direct foreign investment, and capital budgeting for the multinational corporation. Credit cannot be awarded for both FIN 415 and INB 415.

**FIN 420. Investments (3; F/S)**

Three hours per week. Prerequisite: FIN 301. This survey course examines the fundamental principles of investment analysis and management. The valuation of financial instruments, including both equities and fixed income instruments, will be explored within the context of efficient capital markets.

**FIN 432. Security Analysis (3)**

Three hours per week. Prerequisites: FIN 420 and permission of instructor. This course will focus on the concept of efficient capital markets and the implications for investors. Security selection and evaluation will be stressed. A new paradigm, behavioral finance will be explored as it relates to the efficient market thesis. Students in this course will participate in the management of a student investment portfolio established with funds provided by the J. E. Davis and A. D. Davis families.

**FIN 435. Financial Management (3; S)**

Three hours per week. Prerequisites: FIN 301, and FIN 305 or ACCT 305; co-requisite: FIN 420. This course examines advanced topics in financial management of a profit-making firm, including capital budgeting, cost of capital, capital structure, dividend policy and working capital management. This course assumes a good background in the principles of financial management (especially the time-value-of-money) as contained in the prerequisite FIN 301. This course is the capstone course in the finance curriculum and should only be taken the last semester of the senior year since learning outcomes will be assessed in this course.

**FIN 440. Portfolio Management (3)**

Three hours per week. Prerequisites: FIN 420 and permission of instructor. This course is designed to introduce and critically examine the key principles of selecting investments, financing them, extracting value and managing the investment portfolio. Portfolio management techniques and strategies will include the use and valuation of derivative securities. Students enrolled in this course will also serve as portfolio managers for the student managed investment portfolio. The J. E. Davis and A. D. Davis families provided this fund.

**FIN 450. Policy & Product Analysis (3)**

Three hours per week. Prerequisite: FIN 301. This course will teach the student basic components of an

insurance contract. Students will study actual policies, learn common insurance vocabulary and the interpretation given to language and phrases through actual practice and court cases. The course will examine Property, Liability, Marine and Health contracts including personal and commercial lines. Regulatory and social issues that impact policy development will be presented to gain understanding of how new products develop.

**FIN 455. Insurance and the Law (3)**

Three hours per week. Prerequisite: FIN 301 The course examines legal issues arising from insurance operations and from the issuance of an insurance policy as a legal contract. The various legal exposures associated with the Insurer, the Agent/Broker and the Claims Handler as well as Insured are presented and management of the exposure examined.

**FIN 460. Risk Quantification & Financing (3)**

Three hours per week. Prerequisite: FIN 301. This course examines the process for identifying and quantifying insurable risk. Various models used for quantifying risks (catastrophic, high frequency/low severity) are examined along with the underwriting models for determining the cost and value of the risk to an insurer. Risk management tools and strategy are examined in context of reducing risk and minimizing cost.

**FIN 480. Special Topics in Finance (3)**

Three hours per week. Prerequisite: FIN 301 and approval of a full-time finance faculty member. This course examines selected topics of major interest in finance not covered in other course offerings.

**FIN 483/ENT 483. Venture Finance (3)**

Cross listed with ENT 483. Three hours per week. Prerequisite: Junior status or permission of the instructor. Basic concepts of finance will be applied to the entrepreneurial venture, beginning with company start-up and concluding with the "harvest." Entrepreneurial decisions and alternatives are analyzed in terms of their effect of firm value. The central focus of the course is to gain an understanding of the financing of entrepreneurial ventures, including ways investors identify and commit the necessary resources to create and finance ventures. Lectures, in-depth discussions, and cases are used to address specific concepts and skills relevant to developing and financing a new venture. These concepts will include: evaluating the opportunity, financing the venture, valuing the emerging company, and harvesting the venture by selling it or going public. Credit cannot be awarded for both FIN 483 and ENT 483.

**FIN 490. Internship in Insurance & Risk Management (3)**

The student works in a position directly related to the field of insurance and risk management during the course of study. Typically, the student will work 15 hours per week during the term for each 3 hours of credit. The College may waive this requirement for students currently working in or having prior work experience in risk management or insurance equivalent to 15 hours per week for the course of a term.

**FIN 490. Internship in Finance (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**FIN 509. Essentials of Finance (3; F/S)**

Prerequisites: ACCT 201 and ACCT 202, or ACCT 509 OR ACCT 510 or equivalent. Designed specifically for graduate program students needing a finance prerequisite for graduate course work, this is an accelerated, 8-week, graduate program foundation course in financial management. This course examines the principles and analytical techniques applicable to financial management of a firm. Topics

include the time-value-of money, risk and return, valuation of debt and equity securities, capital budgeting, cost of capital and financial analysis.

**FIN 510. Fundamentals of Finance (3; F/S)**

Prerequisites: ACCT 201 and ACCT 202, or ACCT 509 OR ACCT 510 or equivalent. Designed specifically for students needing a finance prerequisite for graduate course work, this is an accelerated, 8-week, foundation course in financial management. This course examines the principles and analytical techniques applicable to financial management of a firm. Topics include the time-value-of money, risk and return, valuation of debt and equity securities, capital budgeting, cost of capital and financial analysis. Offered on a Pass/Fail basis only.

**FIN 534. Optimizing Financial Performance (3)**

Prerequisites: FIN 509 OR FIN 510 and ACCT 509 OR ACCT 510 or equivalent. Examines the theory and practice of financial management. It is assumed that all students have taken the prerequisites, which provide a working knowledge of time-value-of-money, financial analysis, modern portfolio management, valuation of debt and equity securities, capital budgeting analysis and cost of capital. Students gain an understanding of the principles and analytical techniques used by a financial manager, including decision-making responsibilities in the areas of capital budgeting, capital structure, dividend policy and working capital management.

**FIN 545. Optimizing Corporate Finance (3)**

Offered in the Executive MBA Program only. Corporate financial decisions are explored from the perspective of the chief financial officer. Given the goal of increasing firm value, students explore several key financial decisions related to capital investment, financing and risk management. Investment topics include portfolio selection and allocation decisions, as well as capital budgeting under risk and M&A. Financing topics examine decisions about optimal capital structure in terms of debt/equity; how companies return value to shareholders through dividends; and other “payback” strategies.

**FIN 546. Executive Incentives & Financial Planning (2)**

Offered in the Executive MBA Program only. Managing executive compensation and incentives, as well as an executive’s own personal finances, has become increasingly challenging. This course provides an overview of the latest concepts, tools and practices associated with these topics. Students are provided several tools and resources for improving organization incentive practices and their own personal financial planning.

**FIN 587. Special Topics in Finance (var. 1-3)**

A study of selected topics of major interest in Finance not covered in other course offerings. May be taken for credit more than once, if different topic.

**FIN 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**FIN 592. Independent Studies in Finance (var. 1-3, max. 3)**

A study of related Finance topics that is closely supervised by a faculty member. Activities will normally

be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying the degree requirements.

**FIN 610. Practicum in Portfolio Management (3)**

Prerequisites: FIN 534, or permission of the Accounting, Finance, and Economics Dept. Chair. In this class students investigate the various investment alternatives available in the capital markets and helps develop the concepts of risk and return in a portfolio context. Major topics include portfolio theory, performance evaluation, market efficiency, equity and bond management strategies, and mutual funds. This practicum provides valuable hands-on experience in securities research, valuation of risky assets, and asset allocation through case study and portfolio simulation. Some students may be invited to participate in the management of investments in the Dolphin Student Investment Fund which was endowed by the Davis Family.

**FIN 611. Advanced Portfolio Theory and Practice (3)**

Prerequisites or co-requisites: FIN 610, or permission of the Accounting, Finance, and Economics Dept. Chair. In this course students will focus on security selection and evaluation as part of an investment portfolio. This practicum provides valuable hands-on experience in portfolio management and the analysis of mutual funds, hedge funds, and Financial derivatives. Students in this course will participate in the management of the Dolphin Student Investment Fund established with funds provided by the J. E. Davis and A. D. Davis families. Students targeting investment banking, an asset management career, or planning to take the CFA test will find this course particularly useful.

**FIN 612. Investment Management (3)**

Prerequisites or co-requisites: FIN 610 and FIN 611, or permission of the Accounting, Finance, and Economics Dept. Chair. This course is designed to provide an in-depth understanding of how to construct and manage an investment portfolio. Major topics include risk-reward-analysis, hedging strategies, cost analysis, leverage, and practical risk management techniques. The course will also contrast passive vs. active investment and address ethical issues and the professional code of conduct as it relates to portfolio management. Students in this course will participate in the management of the Dolphin Student Investment Fund. Students targeting investment banking, an asset management career, or planning to take the CFA test will find this course particularly useful.

**FIN 620. Financing New Ventures (3; F)**

Prerequisites: FIN 534. Basic concepts of finance are applied to the entrepreneurial venture beginning with company start-up and concluding with the “harvest.” Entrepreneurial decisions and alternatives are analyzed in terms of their effect on firm value. The central focus of the course is to understand the financing of entrepreneurial ventures, including ways investors identify and commit resources to create and finance them. Lectures, in-depth discussions, and cases are used to address specific concepts and skills relevant to developing and financing a new venture. These concepts will include: evaluating the opportunity, financing the venture, valuing the emerging company, and harvesting the ventures by selling it or going public. An integral part of the course pedagogy is participation in the Springboard Angel Investor Capital Fund.

**FIN 640/ACCT 640. Analyzing Financial Performance (3; S)**

Cross listed with ACCT 640. Prerequisite: ACCT 522 and FIN 534, or permission of the Accounting and Finance Chair. Students will critically analyze financial statements with an emphasis on identifying items that may indicate unrecognized value, undisclosed or inadequate disclosure of problems, and aggressive accounting. Classes will primarily use case studies with an emphasis on current events. Students will

conduct a detailed company examination and prepare a report using public information such as annual reports, 10-Ks, 10-Qs and other SEC filings. Although not a prerequisite, it is highly recommended that a student have as a background a course in Intermediate Accounting or equivalent work experience. Credit cannot be awarded for both FIN 640 and ACCT 640.

**FIN 650/ACCT 650. Advanced Managerial Accounting & Financial Modeling (3; F)**

Cross listed with ACCT 650. Prerequisites: ACCT 522 or permission of the Accounting and Finance Chair. Students will design financial models to facilitate strategic decision-making. The modeling process will allow students to analyze a wide range of financial issues and incorporate the notion of risk in strategic decisions. Major topics include investment analysis, performance evaluation, product mix decisions and valuation techniques. Credit cannot be awarded for both FIN 650 and ACCT 650.

**FIN 660/ACCT 660. Enterprise Risk Management (3; S)**

Cross listed with ACCT 660. Prerequisites: ACCT 522 and FIN 534. Students will acquire the concepts and techniques available to corporations, non-profit organizations, and other organizations to manage enterprise risks, including risk assumption, prevention, diversification, and transfer via insurance and non-insurance market mechanisms. The costs associated with such risks as product liability, environmental impairments, property losses, work-related injuries, and employee benefits (e.g., pensions, health insurance, etc.) affect the daily management of all organizations. Likewise, a fall in demand for its product, a sudden rise in production or financing costs, or a technological failure or destruction of information, can impair the value of the enterprise. Managers who make decisions without appropriate consideration of risk management issues can jeopardize the long-term survival of their organizations. Credit cannot be awarded for both FIN 660 and ACCT 660.

**FIN 680/ACCT 680. Financial Decision-making (3)**

Cross listed with ACCT 680. Prerequisites: ACCT 522 and FIN 534, or permission of the Accounting and Finance Chair. This course will focus on the development of financial information necessary for business decision-making. Topics include financial statement analysis, financial performance metrics, cost-volume-profit and marginal analysis, investment risk and portfolio management, and investment decisions necessary for effective internal managerial accounting. Students will be prepared to successfully pass the Certified Management Accounting (CMA) Part 2 Exam (of the two-part CMA exam) upon completion of the is course. Credit cannot be awarded for both FIN 680 and ACCT 680.

**FIN 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**FIN 750. Corporate Mergers, Acquisitions, and Valuations (3)**

Corporate Mergers and Acquisitions (M&As) have become increasingly important among contemporary large corporations. Such mergers and acquisitions continue to grow as companies discover synergies, geographic strengths, or problems with organic growth in order to best leverage their assets. Companies create value by investing capital at rates of return that exceed their internal rate of return. This principle applies equally to manufacturing as it does in banking and finance. Measuring and managing assets is the central premise of this course. Companies thrive when they create positive economic returns for owners and shareholders. A major objective of the course is to clarify the field of valuation and the linkages between strategy and finance . The most widely used business models and case studies will be

used as course materials to prepare future CEOs, business managers and financial advisors to be successful in these critical areas of business.

**FIN 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**FIN 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**FIN 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**FIN 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**FIN 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**FIN 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**FIN 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.



**FIN 800. Special Topics (3)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.

---

**Fine Arts Practicum Courses****FA 380. Fine Arts Practicum (var. 1-3; may be repeated for credit)**

Six to 18 hours per week. Research, art work, and other activities in the fine arts that ordinarily are done outside the classroom setting but which involve learning in the fine arts fields.

---

**French Courses****FREN 101-102. Elementary French (3 each; F, S)**

Three hours per week. FREN 101 is a prerequisite for FREN 102. These courses initiate a student's development of the four basic language skills – speaking, listening, reading and writing – through daily in-class activities, frequent assignments completed at home, and regular visits to the Language Lab. In addition, the student is introduced to the world's Francophone peoples and their cultures through informative texts, enlightening video excerpts and authentic World Wide Web sites. These courses are designed for those with little or no prior knowledge of French.

**FREN 201-202. Intermediate French (3 each; F, S)**

Three hours per week. Prerequisite: FREN 102 or equivalent for FREN 201; FREN 201 or equivalent for FREN 202. These courses continue the student's development of the four basic language skills – speaking, listening, reading and writing – and augment their knowledge of the world's Francophone peoples and their cultures. Building on the foundation of previous French study, these courses are designed for those who have already achieved an elementary mastery.

**FREN 301. Conversation (3; F)**

Three hours per week. Prerequisite FREN 202 or equivalent. This course is required of French majors and minors. Native speakers of French must have the consent of the instructor before registering for this course. Concentration on speaking skills through study of characteristic patterns of spoken French (emphasis on sounds and intonation), vocabulary building, levels of speech, idioms, word choice and relevant distinctions between written and spoken French.

**FREN 302. Composition (3; S)**

Three hours per week. Prerequisite FREN 202 or equivalent. May be taken before FREN 301. This course is required of French majors and minors. Native speakers of French must have the consent of the instructor before registering for this course. This course aims to reinforce students' grammatical foundation through a detailed review of grammatical concepts and translation and writing projects.

**FREN 311. Survey of French Literature & Civilization to 1700 (3)**

Three hours per week. Prerequisites: FREN 301 and 302. Not open to native French speakers. Introduction to the outstanding literary figures and works of French civilization from the Middle Ages to 1700, beginning with the birth of French literature (La Chanson de Roland, Le Roman de la Rose, the religious theater), and continuing through the Pléiade, Rabelais, Montaigne and Descartes.

**FREN 312. Survey of French Literature & Civilization from 1700 to 1850 (3)**

Three hours per week. Prerequisites: FREN 301 and 302. Not open to native French speakers.

Introduction to the outstanding literary figures of French civilization from 1700 to 1850, with special emphasis on the Enlightenment and Romanticism.

**FREN 313. Survey of French Literature & Civilization from 1850 to the Present (3)**

Three hours per week. Prerequisites: FREN 301 and 302. Not open to native French speakers. Introduction to the outstanding literary figures of French civilization from 1850 to the present, with special emphasis on the realistic novel, surrealism, existentialism and contemporary authors.

**FREN 325. Special Topics in French (3)**

Three hours per week. Prerequisites: FREN 301 and 302. May be repeated for credit when the topic has changed. Not open to native French speakers. The study of a special topic in French literature, language or civilization.

**FREN 408. French Drama (3)**

Three hours per week. Prerequisite: Nine hours credit at the 300 level or consent of the instructor. A reading of outstanding French dramas from the seventeenth century to the present, with emphasis on the way this genre has reflected the thought and manners of its age. Specific topics and approaches will vary from year to year. The course may present a chronological study (e.g., the evolution of French drama from the classic theater of the seventeenth century to the present day), or focus on an historical period or theme (e.g., the controversial romantic theater or the Theater of the Absurd).

**FREN 409. The French Novel (3)**

Three hours per week. Prerequisite: Nine hours credit at the 300 level or consent of the instructor. Topics and approaches will vary from year to year. The course may present a chronological study (from Madame de la Fayette to Camus and Robbe-Grillet) or concentrate on an historical period or theme (e.g., the realistic novel of the nineteenth century or women writers). The course will focus on the novel as a genre and on the different techniques used by French writers in different literary periods.

**FREN 410. French Poetry (3)**

Three hours per week. Prerequisite: Nine hours credit at the 300 level or consent of the instructor. A chronological study of French poets from Villon to the present. The course will include the Renaissance love poetry of Scève and Ronsard and the masters of such literary movements as Romanticism, Symbolism and Surrealism, as well as examples from recent practitioners in the poetic genre.

**FREN 425. Special Topics in French (3)**

Three hours per week. Prerequisite: Nine hours credit at the 300 level or consent of the instructor. May be repeated for credit when the topic has changed. The study of a special topic in French literature (e.g., contemporary literature after 1968 or existentialist novels), language (e.g., literary translation or phonology) and civilization.

---

**Geography and the Environment Courses**

**GEOG 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**GEOG 200. World Geography (3; F, S)**

Three hours per week. World Geography is the introductory course for students wishing to major in geography. The course is also designed to accommodate students who are majoring in other fields and are interested in obtaining a basic familiarization with places throughout the world and geographic concepts.

**GEOG 211. Quantitative Methods for the Social Sciences (3; F, S)**

Cross listed with POL 211, PSYC 211 and SOC 211. Three hours per week. An introductory course for social science majors providing brief coverage of the research methods commonly used in the social sciences along with the most common quantitative analyses used by social scientists. This includes coverage of data organization, descriptive statistics, correlation and regression analyses, and an introduction to hypothesis testing and inferential statistics. Credit will be awarded for only one (1) course selected from GEOG 211, POL 211, PSYC 211, or SOC 211.

**GEOG 230. Earth Science (3; S)**

Three hours per week. A study of the earth's lithosphere, hydrosphere and atmosphere. Lithospheric processes include plate tectonics, volcanoes, earthquakes and mountain building. Hydrospheric processes include, water budget, riparian processes, and coastal geomorphology. Atmospheric processes include the energy budget, atmospheric motion and global climate patterns.

**GEOG 300. Topics in Regional Geography (3)**

Three hours per week. This course may be repeated for credit when the topic changes. An examination of the physical, economic, political and population geography of a selected region; i.e., Africa, Asia and Australia, Europe and Russia, Latin America or the United States and Canada.

**GEOG 301/IS 302. Geography of Asia (3)**

Cross listed with IS 302. Three hours per week. Prerequisites: ENGL 103 and sophomore status. An examination of the physical, economic, political, and population geography of Asia. Credit cannot be awarded for both GEOG 301 and IS 302.

**GEOG 303/IS 303. Geography of Middle East (3)**

Cross listed with IS 303. Three hours per week. Prerequisites: ENGL 103 and sophomore status. An examination of the physical, economic, political, and population geography of Middle East. Credit cannot be awarded for both GEOG 303 and IS 303.

**GEOG 310. The Geography of Economics & Business (3)**

Three hours per week. A study of the location of economic activities and the flow of goods and people between places. Additional focus is placed upon regional economic growth, the city as an economic node, transportation, technological diffusion and energy production and consumption.

**GEOG 311/SOC 311. Cultural Geography (3)**

Cross listed with SOC 311. Three hours per week. A study of spatial variations among culture groups. Focus is placed upon examining and analyzing the aspects of traditional culture (language, religion, customs) and popular culture (landscapes, recreation, ethnicity). Credit cannot be awarded for both GEOG 311 and SOC 311.

**GEOG 312. Political Geography (3)**

Three hours per week. Political structure, politics, and trends of nations in the light of geographic analysis. The influential role of geographic factors of climate, surface features, soil, and minerals is stressed.

**GEOG 313. Urban Geography (3)**

Three hours per week. A study of the internal structure of cities and their role within the urban system. Additional focus is placed upon the economic, political, and social aspects of cities, housing and neighborhoods, and the contrast between cities of the developing and developed world.

**GEOG 314. Population Geography (3)**

Three hours per week. A study of population trends and patterns at the local, regional, national and global levels. This course will review contemporary policy issues relevant to populations; e.g., immigration, the aging of the United States population, as well as traditional quantitative demographic measures.

**GEOG 317. Natural Hazards (3)**

Three hours per week. A study of the dynamic processes that induce natural hazards impacting human activity; earthquakes and associated hazards, volcanoes, reduction processes, floods, hurricanes and tornadoes. Focus will be placed on natural hazards in the United States and Florida.

**GEOG 320/SOC 320/SUST 320. Green Criminology (3)**

Three hours per week. Prerequisite: None. This course is focused on a developing field of criminology: Green Criminology. Green criminology has emerged in recent years from issues relating to environmental and social harm. The study of environmental harm and 'crimes against nature' has become an increasingly popular area of research amongst criminologists. Some of the topics addressed in this class include: climate change and social conflict; threats to biodiversity; pollution and toxic waste; environmental victims; environmental regulation, law enforcement and courts; environmental forensic studies; environmental crime prevention. The goal of this course is to inspire students to research and critique environmental crimes and harms. This course will provide a platform to develop innovative approaches to negotiating this landscape in ways that lead to solutions. Credit can only be awarded for one course, either GEOG 320, or SOC 320, or SUST 320.

**GEOG 335/ECON 335/SUST 335. Sustainability (3)**

Cross-listed with ECON 335 and SUST 335. Three hours per week. Prerequisite: ECON 201. This course is an exploration of the three components fundamental to sustainable development: economic growth, environmental protection, and social equity. Students review basic concepts and theories of both microeconomics and macroeconomics, including costs and benefits, economic growth, income, wealth, equity, and poverty, and then explore how nations, through economic growth, can meet their basic needs of employment, food, energy, water, and sanitation. Students also examine how natural resources can be used, conserved, and enhanced. Credit can only be awarded for one course, either GEOG 335, or ECON 335, or SUST 335.

**GEOG 341WI. Writing for the Social Sciences (3; F/S)**

Cross listed with POL 341WI and SOC 341WI. This course is designed to teach students how to develop and write scholarly papers and professional articles in the social sciences. Students will learn how to effectively and efficiently conduct research for literature reviews, organize materials, and produce scholarly works. Students will also be introduced to the academic publication process and basic grant writing skills. Credit will be awarded for only one (1) course selected from GEOG 341WI, POL 341WI, or SOC 341WI.

**GEOG 350TI. Geographic Information Systems (3; F/S)**

Three hours per week. An introductory course in computer mapping and the input, storage, and analysis of spatial data. Students become familiar with the use of GIS in physical/environmental and

social/economic problem solving. The course includes exercises and a final project using GIS software. This course satisfies the Technology intensive core requirement for geography, political science, and sociology majors.

**GEOG 400. Special Topics in Geography (var. 1-3)**

One to three hours per week. An in-depth study of a geographic topic which may be selected from a broad range of areas, such as world population growth, urban transportation systems, residential mobility or environmental degradation. The course may be repeated, but the topic must vary.

**GEOG 410/SOC 410/SUST 410. Green Societies (3)**

Cross listed with SOC 410 and SUST 410. This course explores the social components of environmental concerns and strongly highlights the role of community. Specific topics include population, social structures, technology, food systems, fuel & transportation, environmental disasters, environmental racism, scarcity and the environmental justice framework. Students apply major theoretical perspectives from the field of sociology to these topics. Credit can be awarded for one course, either GEOG 410, or SOC 410, or SUST 410.

**GEOG 411. Dynamic Meteorology (3)**

Three hours per week. A kinetic study of the earth's atmosphere, this course will analyze the physical processes inducing atmospheric motion including the energy budget, adiabatics, pressure gradient, tropical and mid-latitude processes and global circulation. A background in advanced mathematics is not required.

**GEOG 420. Methods of Social Research (3; F/S)**

Cross listed with POL 420 and SOC 420. Three hours per week. The application of research methods within geography. A study of research design and methods including survey research, experiments, observation, and secondary data analysis. As part of the course, students will write and present their own research proposal. Credit will be awarded for only one (1) course selected from GEOG 420, POL 420, or SOC 420.

**GEOG 425. Public Opinion & Survey Research Methods (3)**

Cross listed with POL 425 and SOC 325. Three hours per week. This course will familiarize the student with the major components of survey research including sampling, questionnaire design, data collection and data processing. The students will conduct an actual public opinion survey and analyze the data they collect. Credit will be awarded for only one (1) course selected from GEOG 425, POL 425, or SOC 325.

**GEOG 431. Environmental Issues of Florida (3)**

Three hours per week. An interdisciplinary analysis of environmental problems facing Florida, including endangered species, loss of habitat, coastal zone management, groundwater resources, industrial pollution and population growth.

**GEOG 455. Advanced Geographic Information Science (3; S)**

Three hours per week. Prerequisite: GEOG 200 and GEOG 350TI. Builds on GEOG 350TI, Geographic Information Systems. Applies automation to spatial data to analyze, assess, and solve scientific problems with spatial components. Employs the scientific method to identify and solve spatial problems through the application of automation and GIS software to spatial and attribute data. The course includes exercises and a final project using GIS software.

**GEOG 460. Climate Change (3)**

Three hours per week. Provides the science of the physical processes responsible for climate change on

earth. Assesses the terrestrial and atmospheric record of climate change on earth over time and infers that understanding to the potential of climate change in the modern era. Analyzes the anthropogenic component of modern climate change and examines the implications of climate change to the natural environment and human development. The course addresses global policy towards the potential of a changed environment that may be induced by climate change.

### **GEOG 490. Internship (var. 0-12)**

Prerequisites: Junior or senior status; 2.5 cumulative average and at least 2.5 in the major; approval of the Division of Social Sciences chair and the Dean of the College of Arts & Sciences. A maximum of six credit hours will be allowed toward the major. The student will work a minimum of three hours per week for each hour of credit. An opportunity for students to apply what they have learned in geography courses through work in public agencies. The work experience will be evaluated by a member of the geography department.

## **Gerontology Courses**

### **GER 501. Theoretical Concepts in Aging (3)**

This course will provide an overview of current theories of aging across disciplines of gerontology. The major issues affecting an aging society are addressed, including how theoretical perspectives predict how society may change as larger numbers of people are classified in older age groups. The life course perspective, and the implications of early life events in affecting later life decisions are addressed, as are cultural differences in intergenerational exchanges. This course will take a deeper dive into some of the fundamental theories of aging.

### **GER 502. Practice Concepts in Working with Older Adults (3)**

This course is designed to integrate the theories and skills needed for effective clinical practice with older adults and their families. Issues such as the impact of physical and cognitive functioning on mental health; ageism, clinical bias, stigma, and other barriers to service; and ethical dilemmas in practice with this population will be studied. The student will be helped to develop diagnostic and treatment skills with older adults, with emphasis on evidence and strengths-based approaches. Caregiving concepts will be discussed. Service delivery in a variety of settings, clinical case management, and interdisciplinary practice, as well as individual, family, and small group treatment approaches will be addressed. Attention will be paid to societal factors such as race, ethnicity, class, gender, and sexual orientation.

### **GER 503. Ethical Challenges in Healthcare and Aging (3)**

This course will focus on basic ethical principles including autonomy, beneficence, non-maleficence, and justice. It will also discuss informed consent, capacity, competence, and confidentiality. Students will have the opportunity to work through common practice situations using the ethical principles. Students will also develop a greater understanding of the process of critical thinking and how it facilitates problem solving in difficult ethical situations.

### **GER 504. Biopsychosocial Aspects of Aging (3)**

The focus of this course is on physiological, sociological, and psychological aspects of aging and strategies for managing the care of older adults. Common health problems related to aging will be identified, along with a critical analysis of the current health environment. The course will also identify strategies for promoting healthy behaviors in older adults.

### **GER 600. Experiential Learning in the Field of Aging\* (3)**

Needs for health services will increase dramatically in future because of the rising increase in the older

adult population. A broad range of health services are required to address the growing needs of the older population. The purpose of the experiential compact is to assist the student in developing a professional competency and personal code of ethics for the field of aging through hands on service delivery. This experiential opportunity gives students the practical experience required to better understand the current issues in healthcare systems related to aging.

\*This course may only be completed in pursuit of the graduate certificate. All other GER 500-level courses may be completed independent of the graduate certificate (i.e. to fulfill graduate elective credit within another major).

## **Health Informatics Courses**

### **MSHI 201. Medical Terminology and Healthcare Essential (2)**

This course uses a systems approach to present the concepts of medical terminology. Students have an opportunity to apply these concepts in a simulated medical terminology language laboratory. Students will demonstrate proficiency in pronunciation and proper use of medical terminology.

### **MSHI 500. Advanced Health Informatics I (3)**

The purpose of this course is to introduce students to basic concepts in the field of health informatics. Comparisons will be made between health information systems in the United States and the International Community.

### **MSHI 501. Advanced Coding and Classification (3)**

The focus of this course is on nomenclature, classification and coding systems used in healthcare industries. Advanced principles related to assigning codes and adhering to industry and regulatory guidelines are examined.

### **MSHI 503. Advanced Cyber Security (3)**

The purpose of this course is to examine concepts related to cyber-security in healthcare settings. Strategies for preventing and mitigating information breaches are analyzed.

### **MSHI 504. Advanced Systems Analysis (3)**

The purpose of this course is to present concepts related to health information systems used in hospitals and community agencies. Strategies for implementation and transitions between systems are evaluated.

### **MSHI 505. Advanced Health Informatics II (3)**

The purpose of this course is to introduce students to health informatics concepts related to clinical decision making. Students will explore current techniques and algorithms used to design clinical decision support applications.

### **MSHI 506. Advanced Health Care Database Management (3)**

Advanced concepts necessary for the design and use of electronic medical records are presented in this course. A major focus of the course is the application of evidence-based practices and the relationship between data management and improved clinical outcomes.

### **MSHI 507. Introduction to Health Analytics and Big Data (3)**

Prerequisites: MATH 104, MATH 205 or MATH 206; a baccalaureate degree in computer science, mathematics, business or a related field. The focus of this course is on the evolution, theory, and future of health data analytics. Exploration of computational techniques and methods from a conceptual

perspective are emphasized. The course discusses the phenomenon of big data and the related implications for analysis, interpretation and use of results.

**MSHI 508. Data Analysis for Health Analytics I (3)**

Prerequisites: MATH 104, MATH 205 or MATH 206; a baccalaureate degree in computer science, mathematics, business or a related field. This course provides an introduction to the use of statistical computing software(s): R, SAS, JMP. Topics covered will include data management and data manipulation, statistical tools, univariate and multivariate analysis, and other statistical tests.

**MSHI 509. Data Analysis for Health Analytics II (3)**

Prerequisites: A baccalaureate degree in computer science, mathematics, business or a related field. This course provides an exploration of macros and the use of SQL programming linear and categorical models.

**MSHI 510. Statistical Modeling for Health Analytics (3)**

Prerequisites: MATH 104, MATH 205 or MATH 206; and MSHI 508 (waived if statistical programming experience in SAS or R on a case by case basis); baccalaureate degree in computer science, mathematics, business or a related field. The focus of this course is on theory and statistical computation needed to develop predictive analytical models. Topics covered will include Linear Regression, Categorical Regression, Neural Networks, Bayesian Regression, Bootstrapping, and other topics as needed. Computation will be taught using a combination of R, SAS, Minitab.

**MSHI 524. Epidemiology and Evidence-Based Health Informatics (3)**

The course provides a comprehensive introduction to epidemiology and evidence-based principles and theories as applied to public and population-based health informatics. Analysis of information and technology issues related to population and groups of individuals will be examined. Emphasis is placed on application of epidemiology and evidence-based practice principles to population-based problems, question formulation, identification of evidence-based interventions, evaluation and analysis of qualitative and quantitative data, interpretation of results and outcomes, and prevention of health-related events. Course will examine interoperable health informatics systems that enable health surveillance, reporting, promotion, prevention, and outbreak management to yield evidence and data informed decision-making.

**MSHI 525. Key Standards in the Health Care Industry (3)**

This course examines concepts of health information storage and exchange between systems and agencies. The student has an opportunity to collaborate with peers and apply the course concepts to case studies that illustrate real-world scenarios in health informatics.

**MSHI 526. Legal and Social Issues in Health Informatics (3)**

Students will examine contemporary legal and ethical issues associated with health informatics. Topics will include State and Federal laws and regulations. The student has an opportunity to collaborate with peers and apply the course concepts to case studies that illustrate real-world scenarios in health informatics.

**MSHI 527. Research Work Project Experience (3)**

The purpose of this research-based project is to investigate a significant topic related to the field of health informatics and propose recommendations for practice and future research.

**MSHI 528. Leadership in the Health Professions (3)**

Students will explore the historical, current and future trends related to health informatics. Concepts



related to executive management of health information teams are explored. Topics include integrating quality improvement, principles of safety, interdisciplinary collaboration and evidence base practice into the health informatics field.

### **MSHI 590. Internship (3)**

The purpose of this course is to provide the student with an opportunity to operationalize health informatics concepts through specific internships with industry partners. Students will work with industry partners to design and implement innovative projects in the field of health informatics.

---

## **History Courses**

### **HIST 150. The Modern World (3; F/S)**

Three hours per week. A Core Curriculum history course that surveys world history beginning in the 18th century, with special attention to the West as the emerging center of global political power and cultural influence.

### **HIST 165. Western Civilization to 18th-Century (3)**

Three hours per week. A survey course of the ancient, medieval and early modern periods when basic elements of Western Civilization were established. The course covers social, political, economic, intellectual and cultural developments.

### **HIST 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **HIST 206. History of the United States to 1865 (3; F)**

Three hours per week. Survey of American history from colonial beginnings through the Civil War. What made America "America"? What about "Exceptionalism"? Establishing an enduring republic was a daunting challenge.

### **HIST 207. History of the United States from 1865 (3; S)**

Three hours per week. A survey of the history of the United States from the Civil War to the present.

### **HIST 300WR. The Technique of History (3; F)**

Three hours per week. Prerequisites: HIST 150 or HIST 189, HIST 206 and HIST 207; or permission of the instructor. Should be taken during the junior or senior year. A writing and research intensive requirement for history majors that is intended to refine the student's writing and analytical skills. This course satisfies the experiential learning requirement.

### **HIST 303. Slavery in America (3)**

Three hours per week. A survey of the institution and experience of slavery in America, 1619-1865.

### **HIST 304. The American Revolution & the Federal Union (3)**

Three hours per week. A study of the revolutionary movement in the colonies, the American Revolution, the formation of the Union and the Constitution, and the development of the central government in the Federalist period.

**HIST 307. United States in World War II (3)**

Three hours per week. A study of the nation in World War II, covering social, political, diplomatic and military history.

**HIST 308. United States in the 1960s (3)**

Three hours per week. A study of the nation in the 1960s, covering social, political, diplomatic and military history.

**HIST 310. Civil War Battles (3)**

Three hours per week. An in-depth military approach to the Civil War that includes strategies and tactical approaches, generalship, fighting morale and support systems.

**HIST 311. American Military History (3)**

Three hours per week. A survey of military history in the United States from the American Revolution to the present. Using as a framework the American military experience, chronologically arranged, it describes the transformation from the limited wars of the eighteenth century to the total wars of the 20<sup>th</sup> century and the brushfire wars of recent decades.

**HIST 312. Florida History (3)**

Three hours per week. A survey of Florida history from the original inhabitants to the present.

**HIST 320. Greco-Roman History (3)**

Three hours per week. A survey of ancient Greek and Roman history through the fifth century A.D. with emphasis on Athenian democracy, the last century of the Roman Republic, and the rise and fall of the Roman Empire.

**HIST 328. 19th-Century Europe (3)**

Three hours per week. A survey of European history from the Napoleonic Wars to World War I. The course analyzes the quickening pace of change as Europe underwent parallel political, economic, scientific, ideological, military and social revolutions.

**HIST 329. 20th-Century Europe (3)**

Three hours per week. A survey of European history from World War I to the present. While studying the great personalities, ideologies, wars, and empires of the era, the course will also analyze the place of the individual who has seen the certainties of earlier times destroyed by the modern age.

**HIST 332/IS 300. Soviet & Post-Soviet Russia (3)**

Cross listed with IS 300. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Russian history from World War I and the revolutions of 1917 to the present. The course will stress the political, ideological, and economic processes thrusting the Soviet state into the modern world and the international role that the Soviet Union has played in that world. Credit cannot be awarded for both HIST 332 and IS 300.

**HIST 334/IS 334. Australia (3)**

Cross listed with IS 334. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Australian history with particular emphasis on the modern era. The course also explores selected aspects of contemporary Australian culture, economics, foreign policy, geography, politics, and society, as well as examines Australian national identity. Credit cannot be awarded for both HIST 334 and IS 334.

**HIST 336/IS 336. Canada (3)**

Cross listed with IS 336. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Canadian history with particular emphasis on the modern era. The course also explores selected aspects of contemporary Canadian culture, economics, foreign policy, geography, politics, and society, as well as examines Canadian national identity. Credit cannot be awarded for both HIST 336 and IS 336.

**HIST 350. Special Topics in History (var. 1-3)**

One to three hours per week. The student may repeat the course for credit so long as the topic is different. Selected historical topics reflecting the special interests of current faculty.

**HIST 355/IS 355. Argentina (3)**

Cross listed with IS 355. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of modern Argentine history from the end of the colonial period to the present day. The course will explore the legacy of Argentina's path to independence, centralism and federalism in the formation of the state during the nineteenth century, economic development and modernization, authoritarian rule and struggles for democratization, foreign relations, populism, Peronism as a political movement, and recent challenges to the state and neo-liberal policies. Credit cannot be awarded for both HIST 355 and IS 355.

**HIST 356/IS 356. Brazil (3)**

Cross listed with IS 356. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Brazilian history from the early nineteenth century to the present day. The course will examine the development of Brazilian nationalism, cultural phenomena, centralization of state power, key political movements and actors, social stratification, race and gender relations, authoritarianism and democratization, modernization, foreign relations, and the country's growing impact on world affairs. Credit cannot be awarded for both HIST 356 and IS 356.

**HIST 357/IS 357. Cuba (3)**

Cross listed with IS 357. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course surveys the origins of Cuba's national identity and explores various issues related to the country's development, including history, politics, economics, demographics, environmental issues, and traditional and popular cultures. Credit cannot be awarded for both HIST 357 and IS 357.

**HIST 358/IS 358. Peru (3)**

Cross listed with IS 358. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course surveys Peru's development as a modern nation with an emphasis on the country's history, politics, economics, demographics, environmental issues, and traditional and popular cultures. Credit cannot be awarded for both HIST 358 and IS 358.

**HIST 401. The Old South (3)**

Three hours per week. An analysis of the southern way of life based on agriculture, the plantation system, and slavery from the colonial origins through the Civil War. There is emphasis on the dynamics of black-white relations and the ramifications of these relations on political philosophy and action. The differing interpretations of historians from various schools of thought are analyzed to highlight evolving views.

**HIST 402. The New South (3)**

Three hours per week. Since 1865, several versions of what the "New South" is or ought to be have been promoted in the following: reconstruction, redemption, populism, desegregation, progressivism, the New Deal, and the civil rights movement. Historians have many contrasting views of these successive

images, emphasizing that much is “new” but maybe not “southern” about the “New South.” These differing views will be analyzed.

### **HIST 490. Internship (var. 1-12)**

Prerequisites: Junior or senior status; 2.5 cumulative average and at least 2.5 in the major; approval of the Division of Social Sciences chair and Dean of the College of Arts and Sciences. A maximum of six hours credit will be allowed toward the major. The student will work a minimum of 45 hours for each hour of credit. An opportunity for students to apply what they have learned in history courses through work in public agencies. The work experience will be evaluated by a member of the history department.

## **Humanities Courses**

### **HUM 311. Ancient Culture (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. A survey of the cultural achievements of the ancient Near Eastern and Mediterranean world, with particular emphasis on the masterworks of Greek and Roman cultures. Course materials are typically selected from various humanistic disciplines such as literature, the visual arts, philosophy, religion and mythology, history, and music and/or other performing arts.

### **HUM 322. Medieval & Renaissance Culture (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. A survey of the cultural achievements of Europe from the Middle Ages through the three Renaissance periods. Course materials are typically selected from various humanistic disciplines such as literature, the visual arts, philosophy, religion, history, and music and/or other performing arts.

### **HUM 333. The Age of Revolution (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. A survey of significant works selected from various humanistic disciplines such as literature, the visual arts, philosophy, religion, history, and music and/or other performing arts from the seventeenth through the nineteenth centuries, set against the turbulent backdrop of scientific, industrial, and political revolutions. Typically includes the examination of various Baroque arts, the Scientific Revolution, the Enlightenment, Neoclassicism, and Romanticism, with emphasis on European figures and works.

### **HUM 344. Modern Culture (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. An exploration of the development of “Modernist” thought and creative expression from the mid-19th through the mid-20th centuries, as reflected in works selected from various humanistic disciplines such as literature, the visual arts, philosophy, religion, history, and music and/or other performing arts, with emphasis on European figures and works.

### **HUM 350. Culture and Diversity of Arabia and the Middle East (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. This course explores the culture of the Arab world, beginning with pre-history and spanning the major dynasties to the Golden Age of Arabia in Baghdad and Al Andalusia (Spain). Course materials are typically selected from various humanistic disciplines such as literature, the visual arts, philosophy, religion, history, and music and/or other performing arts.

### **HUM 366. American Culture (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. A survey of

American thought and creative expression from the colonial period through the early twenty-first century as reflected in works from various humanistic disciplines such as literature, the visual arts, philosophy, religion, history, and music and/or other performing arts.

**HUM 370. Non-Western Humanities (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. An examination of non-Western cultures and their societies. Content typically focuses on various Asian, African, and/or Arabic cultures, with materials selected from various humanistic disciplines such as literature, the visual arts, philosophy, religion and mythology, history, and music and/or other performing arts; documents from the social and/or natural sciences may also be included.

**HUM 385. Culture, Science, and Technology (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. An examination of the impact of science and technology on selected cultures as reflected in various humanistic disciplines such as literature, the visual arts, religion, philosophy, history, and music and/or other performing arts. Materials studied typically include Western works from historical periods such as the Renaissance, the Scientific Revolution, the Enlightenment, and the nineteenth century, as well as more recent examples from the twentieth and twenty-first centuries. No background in science is necessary.

**HUM 389. Culture and Social Issues (3; max. 6)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. May be repeated once for credit when the idea content is changed. An examination of social issues that have had a continuing influence upon life in the Western and/or non-Western worlds. Depending upon the focus chosen, content typically incorporates materials such as literary, religious, philosophical and/or historical texts, examples from the visual arts, music, and/or other performing arts, and may also include documents from the social and/or natural sciences. Changing content includes topics such as "Race, Class, Gender, and Sexuality" and "The Muslim Cultural Tradition in America."

**HUM 399. Special Topics in Humanities (3; max. 6)**

Three hours per week. Prerequisites: Prerequisite ENGL 103 and English/literature core requirement. May be repeated once for credit when the idea content is changed. Course reflects changing topics of interdisciplinary humanities study such as "The Humanities through Film," "Women in Humanities," and various study abroad or domestic trip-based courses (such as Italy/Greece, Austria/Germany, England, or New York). Materials for study are typically selected from such humanistic disciplines as literature, the visual arts, philosophy, religion, history, and music and/or the other performing arts.

**HUM 410. Disasters and Disease in the Humanities (3)**

Three hours per week. This upper level seminar explores Disasters and Disease from a variety of literary, artistic, and ethical perspectives. An interdisciplinary lens will explore economic, social, religious, and political implications of the dynamics of catastrophic events. Content includes Pandemics and Disease, Man Made Disasters, Climate Change, and Cosmic Events. The role of science and technology is explored in prevention and forecasting the challenges of future biomedical and natural uncertainties and disasters.

**HUM 480RI. Research Intensive Humanities (0)**

Prerequisite: Instructor permission; co-requisite: Any 3-credit hour HUM-prefix course. This course is open only to HUM majors who are undertaking their last year of HUM-prefix coursework. Students will contract individually with a supervising full-time faculty member to complete a substantial research project related to course material in the co-requisite course.

## International Business Courses

### **INB 303. Competing in the Global Environment (3; F/S)**

Three hours per week. This course will enable students to develop a global mindset by focusing on the dynamics of the diverse global business environment. It will help students understand the interconnection as well as the global integration of economic, socio-cultural and technological forces. Students will develop the skills necessary to design and implement global strategies, and will learn how to consider the impact of globalization on national and local business markets. This course will expose students to current theories and practices regarding international competition, and examine how to become more competitive in today's global economy.

### **INB 307/ECON 307. Comparative Economic Development (3;S)**

Cross-listed with ECON 307. Three hours per week. Prerequisites: ECON 201 or consent of instructor. A study of the development and philosophy of various economies in the world, including the European Union, Russia, China, Japan, India, Latin America and Africa. Student research projects are an integral part of the course. Credit cannot be awarded for both INB 307 and ECON 307.

### **INB 341/MKG 341. International Marketing (3; F)**

Cross listed with MKG 341. Three hours per week. Prerequisite: MKG 301. Emphasis is given to understanding a foreign country's culture and environment for the development of international marketing programs and to various factors that influence the exporting of domestic marketing strategies to foreign marketing environments. Current issues in cross-cultural marketing are explored. Credit cannot be awarded for both INB 341 and MKG 341.

### **INB 410/ECON 410. The Economics of Globalization (3; F)**

Cross listed with ECON 410. Three hours per week. Prerequisites: ECON 201 and ECON 202. A study of the issues created when economies become more global in scope. Topics include the effects of trade, trade restrictions, economic integration, international factor movements, and government policies on domestic and foreign economics. Credit cannot be awarded for both INB 410 and ECON 410.

### **INB 415/FIN 415. International Finance (3; S)**

Cross listed with FIN 415. Three hours per week. Prerequisites: ECON 201, ECON 202 and FIN 301. This course examines the international risk and return issues facing both the domestic and multinational firm. Specific topics include the determinants of exchange rates, alternative exchange rate systems, the international flow of funds, the measurement and hedging of exchange rate risk, the instruments of international trade financing, direct foreign investment, and capital budgeting for the multinational corporation. Credit cannot be awarded for both INB 415 and FIN 415.

### **INB 420. Global Business (3;S)**

Three hours per week. Prerequisite: INB 303. This course provides an overview of the evolving nature of the global business environment with special focus on the development of management skills related to international business. Topics covered include internationalization of the firm, industry globalization, international business strategy, cross-cultural management techniques, international human resources management and labor relations as well as the conduct of building of competitive capabilities and managing across the boundaries.

### **INB 421. Global Business Experience (variable credit; max. 6)**

May be repeated for credit when location of study abroad component changes for a maximum of 6 credit hours. Prerequisites: Prior permission of the instructor. The Global Business Experience involves

an international trip that will be a significant part of the class requirements. The purpose of this assignment is to use the whole world as a laboratory to learn about and experience with doing business and managing organizations around the world. More specifically, the students will experience the social, political, historical and other environmental elements that influence the decision-making process, business functions and the leadership styles at a variety of organizations around the globe. The objective is to provide an exceptional learning opportunity for the students to meet with professionals, experts, and the business leaders in foreign firms to observe and to discuss the current and future aspects of doing business in the global environment.

**INB 520. Cross-Cultural Leadership and Management (3)**

This course is designed to introduce students to concepts and fundamentals of leadership and management in an international and culturally complex environment. Today's managers need to view the organization as a system spanning international and cultural boundaries and to be effective in meeting the challenges of a globalized business environment.

**INB 540. Global Strategy (3)**

Global business environments present particular strategic challenges for organizations as they navigate issues related to mode of entry, integration/adaptation and market selection. This course is intended to provide an integrative approach to international business issues and to provide the background required for executive decision-making and corporate governance in a global environment.

**INB 555. Competing in the Global Economy (3)**

This course covers the unique problems encountered in developing and operating companies in the international environment. It also treats the problems national companies encounter in interfacing with international organizations. The effect of social, cultural, economic, political, and legal institutions upon policy and strategy formulation for operating in a multinational environment is emphasized.

**INB 556. Competing in the Global Marketplace (2)**

Offered in the Executive MBA Program only. The whole world becomes a laboratory in this course for students to experience doing business around the world. More specifically, the students will experience the social, political, historical and other environmental elements that influence the decision-making process, business functions and the leadership styles at a variety of organizations around the globe. The Global Business Experience – a key part of this course – involves an international trip that provides an exceptional opportunity for the students to meet with professionals, experts, and the business leaders in foreign firms to discuss their current and future prospects for business in the global environment.

**INB 587. Special Topics in International Business (var. 1-3)**

A study of selected topics of major interest in International Business not covered in other course offerings. May be taken for credit more than once, if different topic.

**INB 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**INB 592. Independent Studies in International Business (var. 1-3, max. 3)**

A study of related International Business topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying the degree requirements.

**INB 700. Corporate and Global Strategy (3)**

This course covers the theory and practice of building and implementing strategies for gaining competitive advantage in the global business environment. Emphasis is placed on weighing the risks and rewards of different feasible courses of action by thinking through the chain of cause and effect of each alternative. Students will master the theoretical body of knowledge in strategic management as it applies to international business (this includes concepts from classical strategic thinkers and contemporary strategists, e.g., Mintzberg, Prahalad). Students will acclimate their minds to critical analysis as they apply theoretical strategic concepts to actual cases in today's dynamic and challenging international environment. Students will develop a deep understanding of the four major interconnecting levels of corporate policy, strategy, operations and tactics. Also, they will appreciate the critical role in strategic thinking of phenomena such as paradigm shifts, risk management, innovation, as well as relevant strategic military corollaries of war. Concepts taught at the MBA level will be extended so that net assessments will include the intangibles such as a competitor's genius and his (her) will to win. Lastly, students will gain a capital appreciation that strategic thinking is of utmost importance and is highly relevant to success in modern business.

**INB 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**INB 745. Global Business in the Transnational Marketplace (3)**

This seminar explores globalization - the shift toward a more integrated and interdependent global economic system - and examines global business issues and the forces that determine the international competitiveness of a firm and industry. The focus will be on the global environment in which multinational companies operate. The course is designed to assist participants in (a) gaining a better understanding of how the world economy works and of what in the world is going on right now, (b) developing multicultural attitudes and analytical skills to evaluate potential international markets, (c) developing global marketing and operation strategies, and (d) conducting in-depth analysis of multinational companies' internationalization by applying substantive knowledge to the international transaction and/or expansion situations. The course will utilize the "global mindset" framework to underline international strategies and developing key global strategies to lead effectively in a highly interconnected global environment. A simulated aspect of this course is the incorporation of various current topics from the popular business press/media (Wall Street Journal, The Economist, Business Week, Fortune, NY Times, CNN, NPR, PBS, Global Marketplace, etc.)

**INB 765. Marketing with a Global Mindset (3)**

This course explores the theory, research and practice relating to global marketing management through a focus on current research in the field of marketing. The course covers theories of marketing as they apply to global marketing strategy, global marketing management, global innovation, supply chains, and consumer behavior. Topics include the theoretical foundations of global marketing,



company readiness, country attractiveness, foreign entry modes, local marketing and global marketing management. In Marketing with a Global Mindset, it is expected that students will: achieve a broad awareness of the various issues that constitute the field of marketing and an integrative understanding of their relationships, apply theoretical perspectives to the description and analysis of contemporary marketing issues, and develop abilities to design and conduct empirical marketing research that is reflective of the student's primary interest area.

**INB 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**INB 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**INB 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**INB 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**INB 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**INB 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**INB 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research

project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**INB 800. Special Topics (3)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.

---

**International Studies Courses**

**IS 300/HIST 332. Russia (3)**

Cross listed with HIST 332. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Russian and Soviet history from World War I and the revolutions of 1917 to the present. This course analyzes contemporary Russia, paying particular attention to the interplay of geography, history, ideologies, culture, art, literature, and politics in war and peace. How do Russians' views of themselves and others differ from our conceptions of others and ourselves? Credit cannot be awarded for both IS 300 and HIST 332.

**IS 301. Africa (3)**

Three hours per week. Prerequisites: ENGL 103 and sophomore status. A regional study, this course focuses on the contemporary nations and cultures of Sub-Saharan Africa, paying particular attention to the interplay of geography, history, ideologies, culture, art, literature, and politics in war and peace. Special attention is paid to the conflict between traditional and modern cultures.

**IS 302/GEOG 301. East Asia (3)**

Cross listed with GEOG 301. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A regional study, this course focuses on those nations most influenced by ancient Chinese Civilization: China, Japan, Korea, and Vietnam. It analyzes contemporary life, paying particular attention to the interplay of geography, history, ideologies, religions, cultures, art, literature, and politics in war and peace. Credit cannot be awarded for both IS 302 and GEOG 301.

**IS 303/GEOG 303. Middle East (3)**

Cross listed with GEOG 303. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A regional study, this course focuses on the peoples and processes of change in the Middle East. It analyzes contemporary patterns, particularly the interplay of geography, history, ideologies, religions, cultures, art, literature, and politics in war and peace. Special attention is paid to Islamic culture and its modern resurgence in the life of the Middle East. Credit cannot be awarded for both IS 303 and GEOG 303.

**IS 304. The Caribbean (3)**

Three hours per week. Prerequisites: ENGL 103 and sophomore status. A regional study of the peoples of the Caribbean islands in terms of their historical background, contemporary domestic and foreign affairs, and cultural characteristics. This area study includes its geographical setting, social, political, and economic development and institutions, religious beliefs, artistic forms and literary expression. Emphasis is on the diverse heritage of racial, ethnic, and cultural traditions, and the resulting conflicts and creative contributions of the region.

**IS 305. Special Topics (3)**

Three hours per week. Prerequisites: ENGL 103 and sophomore status. May be repeated for credit as

long as the topic is different. This course focuses on a particular country, region, or culture. It will analyze contemporary life, paying particular attention to the interplay of geography, history, ideologies, religions, cultures, art, literature, and politics in war and peace.

**IS 306. Mexico & Central America (3)**

Three hours per week. Prerequisites: ENGL 103 and sophomore status. A study of the peoples and states in the region from Mexico south to Costa Rica. The course will examine the historical background, contemporary domestic and foreign affairs, and cultural characteristics of this region. This area study includes geographical settings, social, political, and economic development and institutions, religious beliefs, artistic forms and literary expression. Emphasis is on the social and political problems that in the 20th century have produced violent revolutions in almost all of these countries.

**IS 320/POL 320. Modern China (3)**

Cross listed with POL 320. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This is a country study of the most populated nation in the world. Topics to be covered include Confucian ideology in traditional China, Western imperialism in the Nineteenth Century, the Communist revolution of 1949, the period of Communist rule from 1949 to 1976, and the effort to make the transition to a market economy since 1979. Credit cannot be awarded for both IS 320 and POL 320.

**IS 325/POL 325. Southeast Asia (3)**

Cross listed with POL 325. This course is not offered every year. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This is a survey of Southeast Asian politics, society and history with a primary focus on the national development of Thailand and Cambodia. Other selected Southeast Asian nations will be included as appropriate. Credit cannot be awarded for both IS 325 and POL 325.

**IS 326/POL 326. Vietnam (3)**

Cross listed with POL 326. This course is not offered every year. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course examines the emergence of the Vietnamese nation, the effects of French conquest and colonial rule and the effects of the wars for independence and unification. It also looks at the efforts of Vietnamese leaders to create a socialist economy after 1975 and their subsequent effort to integrate into the global market economy since 1989. The effects of these recent policies on the Vietnamese people are examined. Credit cannot be awarded for both IS 326 and POL 326.

**IS 327/POL 327. The Philippines (3)**

Cross listed with POL 327. This course is not offered every year. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course provides a historical survey of Philippine society, polity and economy. It begins in the pre-colonial period and traces the combination of change and continuity that took place under Spanish and American colonial rule. It concludes with an examination of the struggles of the contemporary Philippine nation to provide political, economic and social justice for all Filipinos. Credit cannot be awarded for both IS 327 and POL 327.

**IS 334/HIST 334. Australia (3)**

Cross listed with HIST 334. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Australian history with particular emphasis on the modern era. The course also explores selected aspects of contemporary Australian culture, economics, foreign policy, geography, politics and society, as well as examines Australian national identity. Credit cannot be awarded for both IS 334 and HIST 334.

**IS 336/HIST 336. Canada (3)**

Cross listed with HIST 336. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Canadian history with particular emphasis on the modern era. The course also explores selected aspects of contemporary Canadian culture, economics, foreign policy, geography, politics and society, as well as examines Canadian national identity. Credit cannot be awarded for both IS 336 and HIST 336.

**IS 355/HIST 355. Argentina (3)**

Cross listed with HIST 355. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of modern Argentine history from the end of the colonial period to the present day. The course will explore the legacy of Argentina's path to independence, centralism and federalism in the formation of the state during the nineteenth century, economic development and modernization, authoritarian rule and struggles for democratization, foreign relations, populism, Peronism as a political movement, and recent challenges to the state and neo-liberal policies. Credit cannot be awarded for both IS 355 and HIST 355.

**IS 356/HIST 356. Brazil (3)**

Cross listed with HIST 356. Three hours per week. Prerequisites: ENGL 103 and sophomore status. A survey of Brazilian history from the early nineteenth century to the present day. The course will examine the development of Brazilian nationalism, cultural phenomena, centralization of state power, key political movements and actors, social stratification, race and gender relations, authoritarianism and democratization, modernization, foreign relations and the country's growing impact on world affairs. Credit cannot be awarded for both IS 356 and HIST 356.

**IS 357/HIST 357. Cuba (3)**

Cross listed with HIST 357. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course surveys the origins of Cuba's national identity and explores various issues related to the country's development, including history, politics, economics, demographics, environmental issues, and traditional and popular cultures. Credit cannot be awarded for both IS 357 and HIST 357.

**IS 358/HIST 358. Peru (3)**

Cross listed with HIST 358. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course surveys Peru's development as a modern nation with an emphasis on the country's history, politics, economics, demographics, environmental issues, and traditional and popular cultures. Credit cannot be awarded for both IS 358 and HIST 358.

**IS 361. Latin America (3)**

Three hours per week. Prerequisites: ENGL 103 and sophomore status. An examination of the physical, cultural, economic, political and population geography of Latin America.

**IS 362. Ecuador (3)**

Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course explores the physical and human geography of Ecuador including history, politics, economics, demographics, environmental issues and traditional and popular culture. The course includes a one week trip to Ecuador over the Spring Break period for first hand interaction with the places and people of Ecuador, as well as the opportunity to engage in community service activities.

---

## Jacksonville University Experience Courses

### **JU 101. First Year Experience (1)**

One hour per week. First year students only. Students assess and develop the personal and interpersonal dynamics and the intellectual and social skills necessary to succeed in college. Time management, study skills, goal clarification, career concerns, university social issues and college resources will serve as the major areas of focus.

### **JU 103: The JU Freshman Experience Abroad (3)**

Two hours per week and an international learning experience. Freshmen only. In this course you will become responsible partners in your own educational journeys. You will be introduced to the challenges and conflicting priorities of college life, learning the essential behaviors, skills and beliefs for creating success. Through international travel, intellectual and social discussions, readings, writings, explorations of campus resources and events, and an introduction to JU service, you will become an integrated member of the JU *community of learners*.

### **JU 168H. Honors Colloquium (1; F, S)**

One hour per week. Prerequisite: Admission to the University Honors Program. The Honors Colloquium is designed to take advantage of the many scholarly and cultural activities on campus and in northeast Florida. Students will attend diverse functions and under the direction of the instructor will join together to present oral and written evaluations of the events attended in the context of identifying and clarifying their personal and cultural values.

### **JU 169WH. Honors Colloquium: An Inquiry into Values (3; F)**

Prerequisite: Admission to the University Honors Program. The Honors Colloquium is designed to help new Honors Students learn how to be successful students, lifelong learners, and contributing citizens throughout their lives in the various communities of which they are a part. In the context of identifying and clarifying their personal and professional values, students will learn to evaluate their development in several dimensions, to make smart goals, to determine strategies to ensure they achieve their goals, to document their development in critical skills, to serve others, to polish a resume, to present in a public forum, among other activities. This course is a Service Learning course and satisfies the experiential learning requirement.

### **JU 201. Leadership Development (var. 1-3)**

Prerequisite: Junior or senior status or permission of instructor. May be repeated for credit. A study of leadership styles and their relationship to member and group dynamics. Attention will be given to individual self-analysis and peer feedback. Leadership theory and practice will be addressed in relation to historical reference and modern theorists.

### **JU 203. Career & Professional Development (1)**

Graded Pass/Fail. This course is designed to help students make informed career choices and design effective transitions from college to the world of work. The course will assist students in the identification of interests, skills and work-related strengths. Students will conduct research on careers and employment outlook and will interview with working professionals. Students will develop resumes and cover letters and receive training for job interviews, career management, and job search techniques.

**JU 268. Special Topics in Women's Studies (var. 1-3)**

One to three hours per week. Course may be repeated for credit so long as the content is different. A study of selected topics in the field of women's studies.

**JU 330. Special Topics (var. 1-6)**

Prerequisites: Permission of instructor. This course may be offered on demand, covering predetermined special topics of student and faculty interest outside of areas represented by departmental, major or minor content areas represented in the catalog. Lectures, discussion, field trips and laboratory/studio experiences in face-to-face, hybrid, or on-line formats may be used for this course. This course may be repeated for credit if the topic changes.

**JU 397. Leadership Practicum (var. 1-3)**

Prerequisites: permission of the instructor. May be repeated for a maximum of 3 credits. Credits are awarded for student participation in extra-curricular activities related to leadership, as well as for leadership exhibited in military service and off-campus employment.

**JU 399. Seminar in Conflict Management and Resolution (1)**

This seminar explores theories, strategies, and styles of conflict resolution, with an emphasis on negotiation. Topics include the role of culture, gender, race, and religion on the conflict resolution process.

**Kinesiology Courses**

**KIN 187. Seminar in Kinesiology (var. 1-6; max. 6)**

The seminar is an intensive study of a topic from the field of Kinesiology. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline appropriate communication skills, including writing, oral presentation, and/or artistic expression. May be repeated for credit when topic is different.

**KIN 256/CSD 256. Biophysical Foundations in Health Sciences (3)**

Cross listed with CSD 256. Three hours lecture per week. Course examines the biophysical sub-disciplines associated with health science. Course topics may include functional anatomy, biomechanics, exercise physiology, motor control and individual behavior. Discussion topics will primarily cover the micro phenomena of human movement studies that draw upon theories, methods and knowledge from the cognate disciplines of biological and physical sciences. Credit cannot be awarded for both KIN 256 and CSD 256.

**KIN 257/CSD 257. Socio-Cultural Foundations in Health Science (3)**

Cross listed with CSD 257. Three hours lecture per week. This course examines the socio-cultural sub-disciplines associated with health science. Course topics may include group behavior, epidemiology, sociology, history and philosophy. Discussion topics will primarily cover the macro phenomena of human movement studies that draw upon theories, methods, and knowledge from the cognate disciplines of social sciences and humanities. Credit cannot be awarded for both KIN 257 and CSD 257.

**KIN 305. Principles of Group Exercise Instruction (3)**

Three hours lecture per week. This course examines the foundations on how to manage an exercise class of any kind. Course topics will include proper form, safety and cueing during an exercise class. The student will develop and lead group exercise classes.

**KIN 317. Athletic Performance Conditioning (3)**

Three hours lecture per week. This course examines the concepts of advanced training for specific sports (individualized). Course topics will include metabolic systems, nutrition management, cardiovascular conditioning and resistance training.

**KIN 321. Psychology of Physical Activity (3)**

Three hours lecture per week. This course examines the psychological basis of physical activity. Course topics will emphasize human behavior and cognition in the context of physical activity and students will develop an understanding of the topics relevant for leading a physically active lifestyle.

**KIN 322. Psychology of Health Behaviors (3)**

Three hours lecture per week. Course will focus on the psychological and behavioral processes in health, illness, and healthcare. Psychological factors can affect health directly (e.g., stress causing the release of hormones such as cortisol which damage the body over time) and indirectly via a person's own behavior choices which can either harm or protect health (e.g., smoking or exercise). Using a biopsychosocial approach this course examines how health is the product not only of biological processes (e.g., virus, tumor) but also of psychological processes (e.g., stress, attitudes, and behaviors) and social processes (e.g. socioeconomic status, culture, and ethnicity).

**KIN 323/CSD 323. Epidemiology in Health Sciences (3)**

Cross listed with CSD 323. Three hours lecture per week. Course will examine the patterns, causes, and effects of health and disease conditions. Methodological issues related to the design, conduct, analysis, and interpretation of studies investigating the relationship among a variety of health behaviors (e.g., smoking, physical activity, diet) and diseases (e.g., cancers, heart disease) in a variety of populations (e.g., elderly, ethnic minorities) will be examined. Course will focus on the principles of the quantitative approach to public health and clinical problems. Credit cannot be awarded for both KIN 323 and CSD 323.

**KIN 324/CSD 324. Ethics & Policy in Health Sciences (3)**

Cross listed with CSD 324. Three hours lecture per week. Course will teach how to effectively apply health policy and help understand the intricacies of legal and ethical issues in health care and public health. Credit cannot be awarded for both KIN 324 and CSD 324.

**KIN 326/CSD 326. Health Literacy (3)**

Cross listed with CSD 326. Three hours lecture per week. Course will examine the issues of low health literacy, research on health literacy and effective health communication techniques and discuss strategies on how meet the challenges of low health literacy. Credit cannot be awarded for both KIN 326 and CSD 326.

**KIN 330. Fitness Assessment & Exercise Prescription (3)**

Three hours lecture per week. This course examines basic assessment of the five health-related components of fitness. Course topics include review and practice of assessments for muscular strength and endurance; flexibility, body composition and cardiovascular fitness. An analysis of the relationship between physical fitness and degenerative diseases; the role of exercise in a wellness lifestyle; and methods of evaluating and prescribing physical fitness activities will also be covered.

**KIN 333. Theory & Practice of Coaching (3)**

Three hours lecture per week. This course examines the principles and methods used to coach individual and team sports. Course topics will include the philosophy, objectives, style and character of coaching.

Additional topics include managing the behavior of athletes, teaching technical and tactical game skills and the basics of physical training for athletes.

**KIN 336. Health & Wellness Life Coaching (3)**

Three hours lecture per week. An examination of popular lifestyle choices and how these relate to health and wellness. This course draws upon the theories and research findings from the exercise sciences to provide professionals in areas of health sciences ways to influence personal training clients, students or athletes. Topics covered include stress management, motivation to exercise, improper training and overtraining.

**KIN 345. History & Philosophy of Human Movement (3)**

Three hours lecture per week. Course will examine the combined historical and philosophical perspectives of human movement. Course topics will examine influential papers, and authors, in the field of human movement science. Emphasis will be placed on the evolution of the historical and philosophical interpretations associated with the relationship between the mind and body.

**KIN 350. Sport Sociology (3)**

Three hours lecture per week. This course examines the social/cultural history of sports and its influence on our social institutions, politics, the economy, and government. Also highlighted will be issues such as race, gender, deviance, social problems, and youth socialization in relationship with sports.

**KIN 355. Motor Behavior (3)**

Three hours lecture per week. This course examines the neural and theoretical basis of human movement and learning. Course topics will examine how the brain, spinal cord and sensory feedback function as the control mechanisms associated with coordinated movement and will also examine the processes by which instruction; practice and experience change the movement performance.

**KIN 380. Functional Anatomy & Kinesiology (3)**

Three hours lecture per week. This course examines the anatomical basis of human movement. Course topics will emphasize dynamic human anatomy at a number of different levels of organization to help explain the relationship between structure and function within the neuromuscular and musculoskeletal systems.

**KIN 387WR/388WR/487WR/488WR. Independent Study in Health Sciences (var. 1-6)**

Students are expected to work 45 hours per credit hour per semester. This course may be taken for credit more than once, but only six hours will count toward satisfying departmental degree requirements and only six hours will count toward satisfying University graduation requirements. In consultation with a faculty mentor, students will develop a research plan to explore a unique human movement phenomenon. Appropriate activities include, but are not limited to, literature reviews, data collection, and data analysis and manuscript/presentation preparation. Graded outcomes must include a review paper, a formal scientific paper and/or a presentation. Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. This course is research intensive and satisfies the experiential learning requirement. Departmental and College paperwork must be completed prior to registration and awarding of credit.

**KIN 391. Prevention & Care of Athletic Injuries (3)**

Three hours lecture per week. This course is a study of the prevention, care, and rehabilitation of athletic injuries.



**KIN 397/398/497/498. Departmental Honors (var. 1-6)**

Prerequisites: Minimum of two (2) hours from any of KIN 387WR/388WR/487WR/488WR, cumulative GPA equal to or greater than 3.5 and permission of instructor. Students are expected to work 45 hours per credit hour per semester. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements. In consultation with a supervisory committee composed of three faculty members, students will develop a research plan to explore a unique health sciences phenomenon. Appropriate activities include, but are not limited to, data collection, and data analysis and manuscript/presentation preparation. Graded outcomes must include both a formal scientific paper and presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit.

**KIN 400. Special Topics in Kinesiology (var. 1-6)**

Variable hours lecture per week. Non-majors interested in Kinesiology are also welcome. A study of selected topics of major interest in health science not covered in other course offerings. The topic for the semester will be indicated in advance. The course may be repeated with different topics.

**KIN 427. Nutrition for Physical Activity & Health (3)**

Three hours lecture per week. This course is designed to introduce students to the study of sports nutrition, diet analysis, biochemical processes in energy metabolism, nutrition and health problems, and how it can be used to optimize performance. Emphasis will be on nutritional concepts related to the daily training, diet, energy utilization in exercise and recovery, body composition, use of nutrient and herbal supplements and ergogenic aids as well as the special needs of athletes. The substances that are most abused in athletics will also be examined.

**KIN 428. Nutrition for Optimal Athletic Performance (3)**

Three hours lecture per week. Course will examine the integration of nutrition and sports and its impact on optimal sport performance and training responsiveness. Course topics include digestion, absorption and nutrient assimilation, how the body extracts energy from ingested nutrients, and how nutrition is optimized for sport performance and training responsiveness.

**KIN 430. Measurement & Evaluation of Human Movement (3)**

Three hours lecture per week. This course will use and discuss the scientific method and reasoning for understanding physical performance. Course topics will include the theoretical concepts of forming appropriate hypotheses, creating valid tests, taking reliable measurements, and making inferential evaluations.

**KIN 440WS/CSD 440WS. Reading, Writing & Presenting Research in Health Sciences (3)**

Cross listed with CSD 440WS. Three hours lecture per week. A writing and speech intensive course that will provide an opportunity to establish understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global). Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. Credit cannot be awarded for both KIN 440WS and CSD 440WS.

**KIN 450. Resistance Training Principles & Practices (3)**

Three hours lecture per week. Prerequisite: senior status. This course examines the theories and

principles associated with resistance training and how to apply these theories and principles to the training of clients. Course topics examine the range of skills and knowledge required to successfully assess, design, and instruct individuals in aspects specific to the National Strength and Conditioning Association (NSCA). After completing this course students will be prepared to sit for the NSCA certification exams as either personal trainers (NSCA-PT) or strength and conditioning specialists (CSCS).

**KIN 470. Physiology of Human Movement (3)**

Three hours lecture per week. This course examines the physiological basis of human movement. Course topics include the basic principles of exercise metabolism; the body's adaptation to training; and the role of physical activity in promoting health and preventing disease.

**KIN 475. Adaptive Human Movement Strategies (3)**

Three hours lecture per week. Course will examine the nature and basis of motor disorders associated with chronic and acute injury. Course topics will emphasize habilitative and rehabilitative strategies used to improve or recover from impaired motor abilities.

**KIN 485. Biomechanics (3)**

Three hours lecture per week. This course examines the mechanical basis of human movement. Course topics will emphasize the fundamental concepts of kinetics and kinematics as they relate to the qualitative and quantitative analyses of movement including the generation and transmission of forces within and on the human body.

**KIN 486. Neuromechanics of Human Movement (3)**

Three hours lecture per week. Course will examine the combined neurological and biomechanical basis of human movement. Course topics will emphasize how the nervous system controls the actions of muscles to exert forces on their surroundings and thereby produce movement. A neuromechanical perspective is used to examine human movement because movement is constrained by the laws of physics, thus both the activation signals generated by the nervous system and the forces exerted by the muscles must accommodate these constraints.

**KIN 490/CSD 490. Internship in Health Sciences (var. 0-9)**

Cross listed with CSD 490. Each credit hour requires 45 contact hours in the field. Senior status required [with permissions of both Health Science academic advisor and Department Chair]. This course is designed to provide relevant experiential learning in a Health Sciences setting of the students' choosing. The course may be repeated in a different experiential learning capacity. Credit cannot be awarded for both KIN 490 and CSD 490.

**KIN 499WS. Senior Seminar (3)**

Three hours lecture per week. Kinesiology majors must complete a one-semester, speaking and writing intensive, senior seminar. The Senior Seminar is intended to be a capstone experience with opportunities for students to pull together and reflect upon what they have learned in their coursework and to employ the skills they have mastered. These seminars are also research seminars, in which students will participate in creating and sharing knowledge.

**KIN 500. Topics in Kinesiological Sciences (var. 1-6; max. 12)**

Three hours lecture per week. A study of selected topics of major interest in Kinesiology not covered in other course offerings. The topic for the semester will be indicated in advance. The course may be repeated with different topics.

**KIN 501. Biomechanics of Human Movement (1.5)**

Three hours lecture per week. The purpose of this course is to familiarize students with “hot topics” in two areas of kinesiology: biomechanics and physiology. Many important topics will be introduced including sport, running, fitness guidelines, peak performance, strength training, general health, and elderly populations. This will be an active learning environment with students regularly discussing and presenting research literature and trends in society.

**KIN 502. Muscle/Tissue Mechanics (1.5)**

Three hours lecture per week. This course will cover a wide range of topics related to all aspects of skeletal muscle form and function. The emphasis of this course will be on the mechanical properties of skeletal muscle, and translational aspects of basic science research.

**KIN 503. Sensorimotor Control (1.5)**

Three hours lecture per week. Discussion is provided on the physiological, psychological, and ecological influences on movement and motor skill learning. Dynamical systems theory and the ecological perspective on perception-action coupling for information-movement paradigms are covered as well as the scope of neurophysiological and neuromuscular foundations for motor control.

**KIN 504. Physiology of Human Movement (1.5)**

Three hours lecture per week. This course examines the physiological basis of human movement. Course topics include the advanced principles of exercise metabolism; the body’s adaptation to training; and the role of physical activity in promoting health and preventing disease.

**KIN 511. 2-Dimensional Video Analysis (1.5)**

Three hours lab per week. The purpose of this course is to develop expertise in 2D video analysis of athletes. Students will film athletes, process videos using Dartfish software, analyzing videos for coaching/performance, analyze videos for research, and conduct biomechanical analyses of critical instants and phases of athletic movements. The course will consist primarily of field work, laboratories, and tutorials.

**KIN 512. 3-Dimensional Motion Analysis (1.5)**

Three hours lab per week. The purpose of this course is to develop expertise in 3D motion-analysis data collection, reduction, and analysis. Students will learn how the Vicon motion-analysis system works and how to use it for clinical, performance, and research purposes. Students will learn the details of biomechanical marker sets, calibration and optimal camera setup, and proper data collection, and how to generate reports and interpret data.

**KIN 513. Force Plate & Electromyography (1.5)**

Three hours lab per week. The purpose of this course is to develop expertise in force plate and electromyography data collection, analysis, and interpretation. Force plate analysis will focus primarily on protocols used to scientifically assess balance. Emphasis will be on developing expertise with the Neurocom Balance Master force plate and its six protocols. The second half of the course will focus on developing expertise with Delsys wireless EMG data collection and analysis. Students will be trained with the protocols commonly used to assess muscle contraction in clinical and athletic populations.

**KIN 514. Metabolism & Composition (1.5)**

Three hours lab per week. The purpose of this course is to develop expertise in important physiological assessments used to assess fitness and athletic performance. Focus is placed on heart rate monitoring and VO<sub>2</sub> analysis. Specifically, students will develop expertise in graded treadmill tests used to assess

fitness and maximum VO<sub>2</sub> and the methods used to assess running economy. Emphasis is also placed on phone apps and running watch devices that can be used to assess physiology and activity.

### **KIN 521. Statistical Literacy (3)**

Three hours lecture per week. Statistical literacy is the ability to understand statistical language (e.g., statistical words, symbols, and terms) and interpret graphs and tables in scientific papers and media outlets (e.g., news, media, polls). This course will examine how to interpret and present statistical results to both scientific and general populations. Students will develop the skills to interpret and then present data findings in written, figural (graphs, tables, plots), and verbal formats. Students will apply their knowledge through interactive data activities by creating scientific research posters and abstracts. Students will learn to execute three major steps in the data analysis process: (a) identify the appropriate statistical technique for a given research problem; (b) conduct the following data analysis using SPSS® Statistics (a statistical software program used for data management and data analysis): descriptive statistics, one-sample, dependent-samples and independent samples t tests, one-way ANOVA, and correlation; and (c) interpret the statistical values generated by these various analytical tools.

### **KIN 522. Research Literacy (3)**

Three hours lecture per week. This skill-based course is designed to make the student a confident and efficient reader of the research literature. A process is taught to help the student quickly 1) identify the research question(s), 2) identify the independent and dependent variables from the study, 3) determine the number of analyses performed, 4) determine if each analysis supports the hypothesis, and 5) determine if the author's conclusions are supported by the results from the study. This process is mastered by reading, interpreting, and presenting many kinesiology research abstracts to peers in class. A research poster (ACSM format) is also created and presented; the student chooses a manuscript within the area of kinesiology he/she hopes to gain expertise.

### **KIN 531/CSD 531. Rehabilitation Research Design Procedures (3)**

Cross-listed with CSD 531. Three hours lecture per week. This course introduces principles of research design and analysis and provides critical evaluation of research and of evidence-based practice. Credit cannot be awarded for both KIN 531 and CSD 531.

### **KIN 535. Perception-Action Coupling (3)**

Three hours lecture per week. Detailed discussion is provided on the sensorimotor aspects of movement control and perception-action coupling in complex behavioral systems. Emphasis is on information-processing from an ecological perspective and coordinated behavior viewed from the dynamical interactions of the organism, task, and environment. Neurophysiological and neuromuscular aspects of movement control provide the basis for understanding the psychological and ecological behavior patterns associated with skilled motor performance.

### **KIN 541. Behavioral Medicine (3)**

Three hours lecture per week. Behavioral medicine is the application of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotion and maintenance of health; the prevention, treatment, and rehabilitation of illness and disability; the identification of etiologic and diagnostic correlates of health, illness, and related disability; and the analysis and improvement of the healthcare system and health policy. Based on the biopsychosocial model, this course examines the basic behavioral medicine concepts and explores how they can be applied to help people who need to change specific lifestyle behaviors to attain better health. Specific behavioral medicine topics will include stress, diet and supplementation, pain, health-related quality of

life, sleep, physical activity, sedentary behavior, smoking tobacco, environmental factors (e.g., noise, pollution, climate), and everyday behaviors (hand washing, alcohol use, wearing a seat belt).

**KIN 550. Resistance Training Principles & Practice (3)**

Three hours lecture per week. This course examines the theories and principles associated with resistance training and how to apply these theories and principles to the training of clients. Course topics examine the range of skills and knowledge required to successfully assess, design, and instruct individuals in aspects specific to the National Strength and Conditioning Association (NSCA). Students will be required to share what they have learned by preparing either a lecture or a webinar for others including undergraduate students preparing for the CSCS certification. A composite of outlines for individual NSCA CSCS textbook chapters is required as a group project. After completing this course students will be prepared to sit for the NSCA certification exam or strength and conditioning specialists (CSCS).

**KIN 561. Best Practices in Secondary School Athletic Training (3)**

This course dissects best practices in athletic training at the secondary school level. This is pertinent for students preparing to enter the secondary school athletic training field. This course addresses the areas of knowledge, skills, and values to identify injury and illness risk factors encountered by athletes and others involved in physical activity and to plan and implement a risk management and prevention program.

**KIN 562. Deadly Risks in Sports – Secondary School Best Practices (3)**

Prerequisite: KIN 561. This course examines deadly risks associated with best practices in athletic training at the secondary school level. This is pertinent for students preparing to enter the secondary school athletic training field. This course addresses the areas of knowledge, skills, and values to identify injury and illness risk factors encountered by athletes and others involved in physical activity and to plan and implement a risk management and prevention program. Emphasis placed on the deadliest risks of sports.

**KIN 563. Rehabilitation of Sports Injury within the Secondary School AT room (3)**

This course challenges the best practices in rehabilitation at the secondary school level. This is pertinent for students preparing to enter the secondary school athletic training field. This course addresses the areas of knowledge, skills, and values to rehabilitate sports related injuries sustained by athletes and others involved in physical activity and initiate return to play or competition following injury. Emphasis placed on athletic training room methods.

**KIN 564. Funding, Politics, Partnerships & Pitfalls in Secondary School Athletic (3)**

This course introduces marketing and business practices within the secondary school athletic department. This is relevant course for students preparing to enter the secondary school athletic training field. This course addresses the areas of operations, budget and funding to sustain a dynamic athletic training program. Emphasis placed on getting the job done and meeting your goals.

**KIN 565. Injury Reporting, Data Collection & Research in Athletic Training (3)**

This course presents the importance of appropriate injury reporting and data collection for legal and research purposes. This is an applicable course for students preparing to enter the secondary school athletic training field. This course addresses the areas of reporting and Data collection and translates data into reportable figures and goals to substantiate program success and growth. Emphasis placed on setting goals and measuring success.

**KIN 566. Essential Competencies in Athletic Training (3)**

This course reviews and dissects the educational competencies of athletic training. It is a critical course for students pursuing athletic training careers in secondary school settings. The course focus will be on demonstrating proficiency in these key areas: evidence-based practice, prevention and health promotion, clinical exam and diagnosis, acute care of injury or illness, therapeutic interventions, psychosocial strategies, health care administration, professional development.

**KIN 570. Advanced Physiology of Human Movement (3)**

Three hours lecture per week. This course will cover in detail topics associated with the metabolic and physiological aspects of human movement. Specific interest in the physiology of movement associated with elite-level performance will be discussed.

**KIN 575/SPT 575. Movement Performance Analytics (3)**

Cross listed with SPT 575. Three hours lecture per week. This course will cover in detail topics associated with modern technology and training in preventing injuries, detecting early warning signs of fatigue and failure and improving overall performance to help keep athletes on the field perform at elite levels for a longer period of time. Credit cannot be awarded for both KIN 575 and SPT 575.

**KIN 580. Mechanical Modeling of Human Motion (3)**

Three hours lecture per week. Prerequisites: CS 170 or equivalent. This course will serve as an introduction to mechanical modeling of human motion (lectures), along with application of computational software to model and estimate internal tissue responses to physical demand of activities/tasks (laboratory activities). Students are required to obtain a student license for Matlab software.

**KIN 585. Advanced Biomechanical Analysis of Human Movement (3)**

Three hours lecture per week. This course will develop advanced knowledge in “cutting-edge” biomechanical methods and technologies used in research and application in sport, exercise, and clinical environments. Video analysis is studied extensively. In a laboratory setting, students collect and analyze novel data using Dartfish software to learn how to optimize the process. Students learn how to identify and analyze critical instants and phases of movement. Recent research on force plates, motion analysis cameras, and marker sets is then critically analyzed so the student gains an in-depth understanding of a complete biomechanical motion analysis process. Focus is placed on the inverse dynamics analysis. Students then study emerging custom biomechanical analyses in the research literature. In a laboratory setting, students learn how to conduct a complete biomechanical flexibility analysis of the shoulder joint using a custom torque-angle analysis. Students will establish a 1) thorough understanding of joint flexibility and 2) how to collect, reduce, analyze, interpret, and present biomechanical data.

**KIN 586. Advanced Neuromechanics of Sport Performance (3)**

Three hours lecture per week. Topics from neurophysiology and biomechanics are combined to provide a deeper understanding of the mechanisms associated with high-level performance in sport. Special consideration is given to the neuromuscular strategies associated with exceptional movement performance.

**KIN 587/588. Independent Study in Kinesiological Sciences (var. 1-6; max. 6)**

Each credit hour requires 45 contact hours in the lab. Minimum of 18 graduate hours required [with permissions of both Kinesiology Faculty academic advisor and Program Chair]. In consultation with a faculty mentor, students will develop a research plan to explore a unique human movement phenomenon. Appropriate activities include, but are not limited to, literature reviews, data collection,

and data analysis and manuscript/presentation preparation. Graded outcomes must include either a review paper, a formal scientific paper and/or a presentation. This course may be taken for credit more than once, but only six hours will count toward satisfying program degree requirements and only six hours will count toward satisfying University graduation requirements.

**KIN 590. Internship in the Kinesiological Sciences (var. 1-9; max. 9)**

Each credit hour requires 45 contact hours in the field. Minimum of 27 graduate hours required [with permissions of both Kinesiology Faculty academic advisor and Program Chair]. This course is designed to provide relevant experiential learning in a Movement Sciences setting of the students' choosing. The course may be repeated in a different experiential learning capacity.

**KIN 599. Thesis (var. 1-9; max. 9)**

Each credit hour requires 45 contact hours of research activity. Minimum of 18 graduate hours required [with permissions of both Kinesiology Faculty academic advisor and Program Chair]. May be repeated for credit. The master's thesis provides an opportunity for students to expand their understanding of the complexities of the issues involved in a specific topic within kinesiology. Students work closely with a core KIN faculty member to whom they are assigned, and often with an additional faculty affiliate as well, depending on their interest. Students identify and focus on a topic and conduct a rigorous review and analysis of the relevant theoretical and/or empirical literature. Students are encouraged to choose a topic that draws on their specific interests, past experiences, and/or future professional or academic goals.

**Lifetime Fitness Courses**

Lifetime Fitness is a Kinesiology elective program consisting of lifetime fitness / recreation / sport / skill activity classes. Courses carry a credit value of one semester hour and meet two hours per week. Course descriptions can be viewed online in the schedule of classes. Additional fees may apply depending on the course. Course offerings vary per term.

**KIN 100. Swimming (1)**

Two hours per week. The course includes learning basic water safety techniques and/or improving basic swimming strokes (freestyle, breast-stroke and back-stroke).

**KIN 105. Longboarding (1)**

Two hours per week. Students must take a swimming assessment to enroll. Course topics include learning or improving basic surfing techniques and water safety. The course is offered during summer terms only.

**KIN 110. Sailing (1)**

Two hours per week. This course is designed for prospective sailors with no experience and for those who have sailing experience. Learning experiences will emphasize gaining knowledge of and experience with the fundamentals of sailing. Participants will learn how to sail and demonstrate competence in the basics of operating a small sailboat while adhering to accepted rules and policies for safe sailing. Depending on the sailor's competency level, opportunities will be provided for working toward more advanced levels of recreational and competitive sailing.

**KIN 120. Yoga (1)**

Two hours per week. This course is designed to improve muscular strength, endurance, flexibility, posture, balance, and relaxation techniques. Participants will be provided with a beginner working

knowledge of Yoga positions, the benefits associated with Yoga, and knowledge of skills needed to pursue independent training as part of their lifetime fitness program.

**KIN 125. Core Training (1)**

Two hours per week. This course is a combination of core/plank/Pilates type exercises on the floor and physioball exercises using the medicine ball and weights. The core refers to the muscles of the torso from the lower rib cage to below the beltline. These muscles stabilize the spine, pelvis and shoulder and provide a solid foundation for movement in the extremities. Stronger, balanced core muscles help maintain appropriate posture and reduce strain on the spine. Brief discussions on posture and muscle toning are offered.

**KIN 130. Spinning (1)**

Two hours per week. The course includes individualized yet challenging cardiovascular exercise on a stationary bicycle while listening to music.

**KIN 140. Ultimate Frisbee (1)**

Two hours per week. This course is designed to introduce the basic skills and knowledge of ultimate Frisbee and to promote physical activity via participation. Participants will develop fundamental skills of basic disc throwing and catching; learn offensive and defensive strategies; and gain an understanding of the history, rules and 'Spirit of the Game'.

**KIN 145. Tennis (1)**

Two hours per week. The basic techniques of serving, volleying, ground strokes, scoring, basic strategy, conditioning and the rules of tennis will be presented through drills, demonstrations, practice and game play.

**KIN 150. Basketball (1)**

Two hours per week. The basic techniques of dribbling, passing, shooting, defending, basic strategy, conditioning and the rules of basketball will be presented through drills, demonstrations, practice and game play.

**KIN 155. Golf (1)**

Two hours per week. The course will provide beginning instruction in the basic principles of the game of golf. Emphasis will be placed on fundamentals, etiquette, basic understanding of playing the sport, and rules. Class will meet at the Blue Cypress Golf Course. There is an additional fee for range balls for the semester.

**KIN 160. Soccer (1)**

Two hours per week. This course is a beginning soccer course. Very basic instruction and tips for soccer will be presented. Emphasis will be on proper technique and safety. There will be training involved including running, as well as: dribbling; ball handling skills; equipment selection; modified game play; fitness; and shooting.

**KIN 165. Volleyball (1)**

Two hours per week. The purpose of this course is to provide participants with an introduction to the sport of court volleyball. Individuals will participate actively in volleyball drills in order to understand how to properly play and coach court volleyball.

**KIN 170. Sand Volleyball (1)**

Two hours per week. The purpose of this course is to provide participants with an introduction to the



sport of sand volleyball. Individuals will participate actively in volleyball drills in order to understand how to properly play and coach sand volleyball.

**KIN 180. Wingshooting I; Beginning (1)**

Two hours per week. This course is designed for prospective Wingshooting and Clays Shooting (Shotgun) enthusiasts / shooters with little or no experience, as well as those with experience, who wish to attain a better understanding of the Wingshooting/Clay Shooting fundamentals. Participants will learn the history of shotgunning, the elements of proper gun safety, eye dominance and proper gun fit, different shotgun types, theory of chokes and loads, the 5 major Clay Sports, their differences, and shotgun shooting methodologies. There will be an additional fee to cover shells and targets for the duration of this course.

**KIN 181. Wingshooting II; Intermediate (1)**

Two hours per week. Prerequisite: KIN 180. This course is designed for intermediate Wingshooting and Clays Shooting (Shotgun) enthusiasts / shooters who have successfully completed Wingshooting I and wish to attain a better understanding of the Wingshooting/Clay Shooting fundamentals. Level II participants will review and demonstrate solidarity and competency with respect to the history of shotgunning, the elements of proper gun safety, eye dominance and proper gun fit, different shotgun types, theory of chokes and loads, the 5 major Clay Sports, their differences, and shotgun shooting methodologies. There will be an additional fee to cover shells and targets for the duration of this course.

**KIN 182. Wingshooting III; Advanced (1)**

Two hours per week. Prerequisite: KIN 181. This course is designed for advanced Wingshooting and Clays Shooting (Shotgun) enthusiasts / shooters with considerable shotgun shooting experience who wish to attain a better understanding of the Wingshooting/Clay Shooting fundamentals and apply this knowledge in the competitive clay sports. Level III participants will be required to display a thorough knowledge of the history of shotgunning, the elements of proper gun safety, eye dominance and proper gun fit, different shotgun types, theory of chokes and loads, the 5 major Clay, their differences, and shotgun shooting methodologies. This course will also examine and apply the mental aspects of competing successfully. There will be an additional fee to cover shells and targets for the duration of this course.

**KIN 190. Resistance Training (1)**

Two hours per week. This course will provide participants with an introduction to resistance training using free weights, exercise balls, and focusing on the health-related components of fitness. Individuals will participate actively in total body resistance training exercises enabling them to evaluate personal weight training programs for personal growth and development.

**KIN 195. Special Topics in Kinesiology (1)**

Two hours per week. Participation in selected activities of major interest in Kinesiology not covered in other lifetime fitness courses. The topic for the semester will be indicated in advance. The course may be repeated with different topics.

**KIN 199WR. Independent Study in Kinesiology (1)**

Students are expected to work 45 hours per credit hour per semester. This course may be taken for credit more than once, but only six hours will count toward satisfying departmental degree requirements and only six hours will count toward satisfying University graduation requirements. In consultation with a faculty mentor, students will develop a research plan to explore a unique human movement phenomenon. Appropriate activities include, but are not limited to, literature reviews, data

collection, and data analysis and manuscript/presentation preparation. Graded outcomes must include either a review paper, a formal scientific paper and/or a presentation. Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. This course is research intensive and a minimum of three (3) credit hours is required to satisfy the experiential learning requirement. Departmental and College paperwork must be completed prior to registration and awarding of credit.

---

## **Management Courses**

### **MGT 301. Principles of Management (3; F/S)**

Three hours per week. Introductory course for all higher management courses. Systems analysis of the planning, organizing, directing, and controlling functions applicable to all type organizations: business, government, military, hospitals, universities and others.

### **MGT 308WS. Business Communications (3; F/S)**

Three hours per week. Prerequisite: ENGL 103. A "C" (2.0) or better is required in order to use this course as part of the core requirement for all business majors. Teaches the patterns of practical business communication. The emphasis is on constructing memos, letters, proposals, formal research reports, plus developing listening and speaking skills, presenting written case analyses, exploring new communication technologies, and preparing for the job search.

### **MGT 310. Organizational Behavior and Leadership Skills (3; F/S)**

Three hours per week. This course draws upon the theories and research findings from psychology, sociology, and other social sciences to enhance the student's understanding of leadership and individual and group behavior. Examples of leadership from popular culture will be explored and students will be given the opportunity to assess and develop their leadership skills.

### **MGT 320. Leadership (3; F/S)**

Three hours per week. This course seeks to assist in developing good leadership skills in all facets of modern firm life, i.e., motivating, visioning, empowering and aligning employees. Emphasis will be placed on building effective teams, developing junior leaders and executives, inspiring and energizing followers, understanding political behavior and performing strategic leadership functions. Students will develop insight into how leadership is practiced and will acquire a sense for improving their own leadership skills.

### **MGT 321. The Legal and Ethical Environment of Business (3; F/S)**

Three hours per week. Prerequisite: ENGL 103. A "C" (2.0) or better is required in order to use this course as part of the core requirement for all business majors. This business law course focuses on civil law and introduces the student to business law and ethics and their relationship to and impact upon business. Topics include ethics, contracts, criminal law, torts, cyber crime, property and its protection (personal property and bailments, real property, insurance, wills and trusts), and Employment Law.

### **MGT 322. Business Law II (3; S)**

Three hours per week. Prerequisite: MGT 321. A continuation course from MGT 321. Topics include: Commercial transactions based on the Uniform Commercial Code (Sale of goods, warranties, and negotiable instruments), International Law, Agency, and Forms of Business Organizations (Sole Proprietorships, Franchises, Partnerships, Limited Liability Companies, and Corporations), and Government Regulation (consumer and environmental law).

**MGT 326. Business, Ethics and Government (3; F/S)**

Three hours per week. This course is a survey of the relationships among the businesses, government and independent sectors of the society. Topics examined will include the mutual influence that business, government and the independent sector exert on each other, consumer interests, labor legislation, globalization. Emphasis is placed on ethics of leadership.

**MGT 360. The Management of Human Resources (3; F/S)**

Three hours per week. The analysis of various activities performed by management in the allocation, utilization, and conservation of human assets and resources. The development of a conceptual understanding of the functional relationship of human resource management to the remainder of the management system.

**MGT 372. Labor-Management Relations & Public Policy (3)**

Three hours per week. Prerequisites: Junior status. A survey of labor law and legislation, followed by an analysis of collective bargaining as a procedure for adjusting group differences which vitally affect the public welfare.

**MGT 408. Organizational Design and Change Management (3; F/S)**

Three hours per week. Prerequisites: MGT 310 and senior status, or permission of instructor. This course examines classic and contemporary theories or organizational design and techniques for managing and leading organizational change. The impact of deregulation, increasing diversity, globalization and changing technology will be discussed.

**MGT 412. Executive Communication Techniques (3; F)**

Three hours per week. A study of the skills and techniques needed for effective managerial and executive communications including basic psychological principles involved in communication behavior. Theoretical and practical training in effective presentational speaking for business and professions. Review of recent nonverbal communication literature, physical characteristics, and personal appearance. Course content will relate to each student's major field.

**MGT 432. Business Strategy and Venture Development (3; F/S)**

Three hours per week. Prerequisites: FIN 301 or SPO 301, and senior status. Terminal course for all degree candidates in the Davis College of Business except aviation (AVM and AVO majors). A case methods course in comprehensive business problem-solving, using techniques of economic and statistical analysis. It emphasizes venture development and integrates all of the functional areas of business, including accounting, finance, human resources operations and marketing.

**MGT 480. Special Topics in Management (3)**

Three hours per week. Prerequisite: Senior status or permission of the instructor. A study of selected topics of major interest in management not covered in other course offerings. The topic for the semester will be indicated in advance, and the student may repeat the course one time, maximum credit of six hours, so long as the topic is different.

**MGT 490. Internship in Management (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**MGT 545. Global Corporate Strategy and Policy (3)**

This is the "capstone experience" of the MBA. The primary purpose is to instill the central importance of strategy and policy for executive managers in today's contemporary global business environment.

Students must show proficiency in integrating the key business graduate concepts learned in other previous courses, as well as to examine, evaluate and assess the complex environment of a modern corporation in a major strategic corporate audit. This includes the identification of strategic issues and the development of new strategies to achieve a sustainable, competitive advantage. Students develop the ability to think strategically, exercise managerial judgment, assess business risk and improve their ability to create results-oriented action plans. Emphasis is placed on implementing strategic concepts, serving as a “devil's advocate”, and effectively apply ethical practices.

### **MGT 548. Leading People and Organizations (3)**

Designed to help leaders build strategic, organizational and individual insights. Topics will address traditional and contemporary issues related to developing and motivating people and teams. Emphasis will be placed on building skill sets in designing and articulating a mission and vision in order to create and sustain high-performing organizations. Students launch their leadership development process by engaging in a series of assessment activities, events and core course-related “leadership challenge” assignments designed to develop specific leadership competencies. Credit cannot be awarded for both MGT 548 and PPOL 550.

### **MGT 550. Leading Organizations (2)**

Designed to help leaders build strategic, organizational and individual insights. Topics will address traditional and contemporary issues related to developing and motivating people and teams. Emphasis will be placed on building skill sets in designing and articulating a mission and vision in order to create and sustain high-performing organizations. Focus will be on dynamic examination of managerial and leadership concepts of human behavior as they apply to individuals, groups and organizations.

### **MGT 566. The Legal & Ethical Environment of Business (3)**

This course gives students experience and a framework for handling difficult ethical situations. The class studies various approaches to ethical thinking and gives a brief survey of the law in areas related to business, including contracts and business crimes. Teaching will be primarily by the case method with role playing using real life experiences, published cases and current events. Students are exposed to information available on the worldwide web and the ethics of using and disclosing such information.

### **MGT 567. Leadership for Organizations (3)**

Offered in the Executive MBA Program only. This course addresses fundamental leadership concepts, principles and classical theories in a manner that facilitates real-world application. Emphasis is on the development of leadership behaviors and critical thinking skills in an organizational behavior framework. Case studies are used to present challenging scenarios which test students' abilities to accurately diagnose situations and develop sound leadership interventions. Course also includes an individual leadership assessment and development phase during the first week of the Davis EMBA experience. A variety of individual leadership assessment instruments will be administered to students to determine particular levels of development across multiple spectra. Feedback from these diagnostics informs the student about strengths and weaknesses. Students design and implement an individualized development plan to address identified deficiencies revealed by the instruments. The plan is used as a tool to guide student leadership development and growth throughout the Davis EMBA experience. Assessment results and action plans are documented via an electronic leadership portfolio.

### **MGT 571. Executive Communications (2)**

Corporate leaders must assess and develop a personal communication style for leadership in both written and verbal venues. Students are introduced to the communication strategies and skills necessary to cultivate style, presence and a power profile for motivating and leading others, both inside and

outside the organization. This is achieved through personal and professional feedback, one-on-one coaching and a video taping of student presentations designed for a variety of situations.

**MGT 572. The Legal, Regulatory and Ethical Environment of Business (2)**

Offered in the Executive MBA Program only. An understanding of the legal and ethical issues related to business is critical to running an organization effectively. The course provides business expertise in legal and regulatory environment of business. It provides a survey of the law in areas related to business, including contracts and business crimes. Teaching will be primarily by the case method with role playing using real life experiences, published cases and current events. Students are exposed to information available on the worldwide web and in applying the ethical codes of conduct in the global marketplace.

**MGT 578. Managing Corporate Innovation (2)**

The only sustainable competitive advantage in the global economy is the organization's ability to continuously innovate. This course explores the entire innovation value chain from concept creation through market support and re-innovation. The role of regulatory and policy environments in driving innovation is studied. Real-world case studies explore both innovation successes and failures across a range of industries. Emphasis is on "green" technologies as they create new markets and industries.

**MGT 579. Leading Strategic Change (2)**

Offered in the Executive MBA Program only. Transforming an organization in crisis or leading one through challenging strategic decisions requires exceptional leadership knowledge and skills. Strategic decisions require strong skills for upsetting established patterns, challenging organizational identities, restructuring and overcoming barriers to change. This course provides the knowledge for creating a compelling vision, building commitment and focusing the resources for executing change.

**MGT 580. Holistic Leadership and Sustainable High Performance (1)**

Offered in the Executive MBA Program only. This course is offered in conjunction with our Mayo Clinic partners. Each student may receive a detailed, personal executive health assessment at the Mayo Clinic in Jacksonville. Along with student support this leads to the creation of an individual action plan designed to address specific opportunities for enhancing executive health, as well as psychological and physical fitness. Mayo Clinic professionals provide short, useful sessions throughout the program on a variety of topics, including heart-healthy lifestyles, managing travel, nutrition, exercise and fitness, stress management and enhancing mental performance. The connections between personal health and sustainable high performance at the individual, team and organizational levels of analysis are detailed.

**MGT 584. Global Corporate Strategy and Research (3)**

Offered in the Executive MBA Program only. This is the second half of the EMBA capstone strategy experience. It furthers the goal of helping students integrate EMBA program knowledge concepts, and business tools within a strategic mindset and action orientation. The competitive team-based business simulation is concluded and its lessons and learning assessed. Students complete a major applied research project in their groups that affords them valuable insights into the value and importance of corporate research and the role that consultants can play in rendering assistance. Lastly, this capstone course engages the student in the conclusion of a real-world case study that has served as a vehicle to tie together this course with three other earlier courses in the program.

**MGT 585. Global Corporate Strategy and Policy (2)**

Offered in the Executive MBA Program only. This is the first half of the two-part EMBA capstone strategy experience. It provides insight and understanding of the critical importance of strategic thinking for executive management in today's dynamic organizations. Advanced concepts and methods are

introduced for formulating strategies and assuring their execution. Students examine a variety of complex competitive environments, identify difficult strategic challenges for organizations operating in them and develop innovative strategies that build a sustainable, competitive advantage in the workplace. A competitive, team-based global business simulation is launched.

**MGT 586. Global Corporate Strategy and Research (2)**

Offered in the Executive MBA Program only. This is the second half of the EMBA capstone strategy experience. It furthers the goal of helping students integrate EMBA program knowledge, concepts and business tools within a strategic mindset and action orientation. The competitive team-based business simulation is concluded and its lessons and learning assessed. Students participate in intensive, faculty-supervised consulting projects for an off-campus client or public company and, as part of a team, complete an applied research project. In both cases professional consulting quality presentations and reports are prepared and presented.

**MGT 587. Special Topics in Management (var. 1-3)**

A study of selected topics of major interest in Business not covered in other course offerings. May be taken for credit more than once, if different topic.

**MGT 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**MGT 592. Independent Studies in Management (var. 1-3, max. 3)**

A study of related business topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying degree requirements.

**MGT 610/PPOL 610. Strategic Human Resource Management (3; S)**

Cross listed with PPOL 610. Prerequisite: MGT 548, MGT 588 or NUR 514. Based on the belief that employees are the organization's most important asset, this course exposes students to the management application of HR concepts that impact performance at all levels of the organization. Topics addressed in the course may include: legal aspects of HR, selection, training, performance evaluations, employee rights, and the management of diversity. Credit cannot be awarded for both MGT 610 and PPOL 610.

**MGT 620/PPOL 611. Responsible Leadership (3; F)**

Cross listed with PPOL 611. Prerequisite: MGT 548 or MGT 588. The concepts covered in this course include the nature of leadership, a study of leadership styles from classic, current and emerging leadership theories. Emphasis will be placed on the importance of ethics in decision making, leader character and integrity. This course additionally focuses on the links between theory and practice and the use of power and influence as they relate to leadership. Credit cannot be awarded for both MGT 620 and PPOL 611.

**MGT 630/PPOL 612. Teamwork and Organizational Change (3; S)**

Cross listed with PPOL 612. Prerequisite: MGT 548 or MGT 588. Students are introduced to organization concepts used in the design, development, and transformation of complex organizations. Particular focus will be placed on developing leadership teams capable of creating an optimal organizational structure and develop core processes that achieve strategic objectives and sustain high performance. The course emphasizes the role of the leader as a strategic change architect. Credit cannot be awarded for both MGT 630 and PPOL 612.

**MGT 705. Intrapreneurism & Entrepreneurial Thought Leadership (3)**

This course approaches "managing the entrepreneurial mindset and innovation process" through four levels of analysis: individual, team, network, and organizational. At each level of analysis, particular attention is given to the conditions under which innovation or entrepreneurial initiatives are likely to succeed or fail. The course materials consist of a mixture of guest speakers, journal articles, and case studies, plus an online forum for further discussion of the guest speakers or required readings. The primary goal of the course is to expose students to a variety of perspectives on the entrepreneurial spirit, innovation-rich cultures, and learning from past failures or market tests for opportunities in the future.

**MGT 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**MGT 715. Organizational Development, Transformation and Change (3)**

Organizations must constantly evolve in order to endure and thrive in the current business environment and are increasingly aware that the best ideas for change come from multiple sources. They need team leaders, managers and professionals at every level who can initiate, implement and manage change. In this seminar students will gain the skills and confidence to: 1) Manage change at the company, departmental or individual level, 2) Be a change advocate, rallying support for ideas and implementation, 3) Create and lead teams that are resilient in the face of change, 4) Build competitive advantages and inspire others to do the same. This seminar explores and extrapolates theories, paradigm and principles of change, growth, learning, development, transition and transformation as essential parts of human dynamics in organizational systems. It seeks to help students understand the implications and impact of the multiple roles of a "change person" and enable individuals, as leaders, to engage in systemic, creative, and practical thinking processes and assessments in order to better understand themselves as an instrument of change. Seminal research articles with significant practical applications and other contemporary readings will be used to deliver content in this class.

**MGT 720. Advanced Negotiations & Executive Communications (3)**

Negotiation is a strong conflict resolution skill that professionals apply to countless situations throughout their careers. By improving negotiation skills, executives can quickly distinguish themselves as true leaders. True leaders need to read their audience rather than talk down to subordinates when meeting one-on-one, in group settings or speaking to diverse audiences. This course prepares executives to negotiate and communicate on the highest levels with confidence.

**MGT 725. Contemporary Ethics and Negotiations (3)**

This course discusses the nature and significance of ethical standards and identifies four kinds of moral

principles for resolving ethical dilemmas in business. It then encourages candidates to apply the resulting theory to specific issues such as the ethics of markets and prices (free markets, Marxist criticisms, the mixed economy, various forms of competition); environmental and consumer issues (pollution, depletable resources, conservation, consumer protection, advertising ethics); and employee issues (job discrimination, employee rights and obligations, affirmative action, a firm's duties to its employees). Similarly negotiation is a strong conflict resolution skill that professionals apply to countless situations throughout their careers. By improving negotiations skills, executives can quickly distinguish themselves as true leaders.

**MGT 730. DBA Colloquium I (var. 1-3)**

First year DBA candidates participate in a doctoral level colloquium featuring faculty researchers, guest scholars, visiting executives sharing various business research and issues. The colloquium provides a forum for first year students to meet and associate with third year students as graduating students present their own research.

**MGT 735. Contemporary Business Ethics (3)**

This course discusses the nature and significance of ethical standards and identifies four kinds of moral principles for resolving ethical dilemmas in business. It then encourages candidates to apply the resulting theory to specific issues such as the ethics of markets and prices (free markets, Marxist criticisms, the mixed economy, various forms of competition); environmental and consumer issues (pollution, depletable resources, conservation, consumer protection, advertising ethics); and employee issues (job discrimination, employee rights and obligations, affirmative action, a firm's duties to its employees). The course aims to 1) introduce ethical concepts that are relevant to resolving moral issues in business, 2) develop the reasoning and analytical skills needed to apply ethical concepts to business decisions, 3) identify the moral issues involved in the management of specific problem areas in business, and 4) examine the social and natural environments within which moral issues in business arise. The fundamentals of ethical reasoning and influence of culture (national and organizational) on ethical frameworks will be emphasized, in order to enhance candidates understanding and ability to manage the ethical climate in organizations. Topics covered include ethics and business, ethical principles in business, the business system, ethics in the marketplace, ethics and the environment, the ethics of consumer production and marketing, the ethics of job discrimination, and the individual in the organization. This course should be of benefit to anyone in business.

**MGT 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**MGT 780. DBA Colloquium II (var. 1-3)**

Second year DBA candidates participate in a doctoral level colloquium featuring faculty researchers, guest scholars, visiting executives sharing various business research and issues. The colloquium provides a forum for second and third year students as graduating students to present their own research and mentor first year candidates.

**MGT 781. DBA Colloquium III (var. 1-3)**

Second year DBA candidates will continue to participate in a doctoral level colloquium featuring faculty researchers, guest scholars, visiting executives sharing various business research and issues. The colloquium provides a forum for second- and third-year students to present their own research and mentor first year candidates.



**MGT 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**MGT 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**MGT 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**MGT 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**MGT 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**MGT 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**MGT 800. Special Topics (1-6; max. 6)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.

## **Marine Science Courses**

### **MSC 101. Introduction to Marine Science (4)**

Three hours lecture and three hours laboratory per week. This course will introduce students to the broad interdisciplinary field of marine science. Physical, chemical and biological oceanography will be presented in interactive classes and laboratory exercises. Relevant topics, such as local coastal systems, tropical-temperature transitions, and environmental issues will be discussed. Field trips will explore local ecosystems.

### **MSC 111. Introduction to Oceanography (3)**

Three hours of lecture per week. Co-requisite: MSC 112. This course explores the origin of the earth and oceans, geological processes on earth, geologic time, plate tectonics, ocean-atmosphere coupling, ocean circulation, waves and tides, seawater and sediment composition, and influences on and from the biological realm.

### **MSC 112. Introduction to Oceanography Laboratory (3)**

Three hours of laboratory per week. Co-requisite: MSC 111. Field and laboratory exercises to demonstrate the physical oceanographic and geologic realm of Earth. Introduction to sampling methods, physical coastal sites and landforms, and water analysis.

### **MSC 113. Introduction to Marine Biology (3)**

Three hours of lecture per week. Co-requisite: MSC 114. This course introduces students to the biology and diverse array of marine organisms and plants to students. There will be an emphasis on the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats.

### **MSC 114. Introduction to Marine Biology Laboratory (3)**

Three hours of laboratory per week. Co-requisite: MSC 113. Three hours of laboratory per week. The laboratory will reinforce the biological concepts and diversity presented in lecture. It will also expose students to laboratory and field techniques commonly used to investigate the biology and/or ecology of marine organisms and plants.

### **MSC 189. Core Seminar (4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **MSC 302/BIOL 302. Invertebrate Zoology (4)**

Cross-listed with BIOL 302. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & 114. An advanced study of the invertebrate phyla with emphasis on the phylogeny, physiology, morphology and habitat of each taxonomic group. Credit cannot be awarded for both MSC 302 and BIOL 302.

### **MSC 304WI/BIOL 304WI. Ichthyology (4; F)**

Cross-listed with BIOL 304WI. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280, or MSC 113 & 114. An advanced study of fish with emphasis on the ecology, physiology, morphology and behavior of the Teleosts. Field trips are included.

Formal scientific papers of research and/or laboratory results will be required with a minimum of 6,000 words. Credit cannot be awarded for both MSC 304WI and BIOL 304WI.

**MSC 306. Marine Geology (4)**

Three hours of lecture and three hours laboratory per week. Prerequisites: A "C" or better in MSC 111 & MSC 112. This course offers an advanced focus on geologic processes that form ocean basins, dynamic plate tectonics, earthquake and volcanic activity in submarine systems, geochemistry of mineral and hydrothermal systems, physical coastal dynamics, history of the earth and oceans, and paleo-oceanography. Lecture and lab. Field trips required.

**MSC 308. Physical Oceanography (3)**

Three hours of lecture per week. Prerequisites: A "C" or better in MSC 111 & 112. A study of ocean water, air and sea interactions, currents, waves, tides and underwater sound.

**MSC 310WR. Marine Ecology (4; S)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI, MATH 206; and either BIOL 280, or MSC 113 & MSC 114. A study of the interrelationships of plants, animals and the marine environment. Formal scientific papers of laboratory results and a library research paper (minimum of 6,000 words) will be required. This course is research intensive and satisfies the experiential learning requirement.

**MSC 312WI. Climate Science and the World Oceans (3)**

Three hours lecture per week. Prerequisites: A "C" or better in either MSC 111 & MSC 112, or BIOL 180 & BIOL 190; and either PHYS 112 or PHYS 152; and CHEM 104. This course covers the physical, biological, and chemical systems that govern the climate of earth with a focus of the role of the oceans. Students will learn the fundamental laws and relationships that affect climate shifts, examine dynamic climate equilibrium, study the historical proxy record of past climate, and examine the modern literature of climate science in the marine setting. Formal scientific research papers will be required with a minimum of 6,000 words.

**MSC 330/BIOL 330. Marine Mammal Biology (4)**

Cross-listed with BIOL 330. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI, BIOL 180, and BIOL 290; and either BIOL 280, or MSC 113 and MSC 114. Comprehensive study of marine mammal biology including evolution, taxonomy, zoogeography, behavior, ecology, anatomic and physiologic adaptations to marine environment. Current conservation concerns and laws relevant to marine mammals are included. Lab emphasizes field and laboratory techniques utilized for study of marine mammals. Credit cannot be awarded for both MSC 330 and BIOL 330.

**MSC 341. Chemical Oceanography (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in MSC 111 & MSC 112, and MSC 113 & MSC 114; and CHEM 104. This course covers the spatial and temporal distributions of chemical constituents in the oceans. Elemental sources and cycling, basic reactions and thermodynamics, and applications of chemistry to solve biological and physical problems in oceanography. This course includes a weekly lab to demonstrate basic analytical procedures, tracer tests, and basic ocean processes.

**MSC/BIOL 387/388/487/488. Independent Study (var. 1-6)**

Prerequisites: A "C" or better in BIOL 223SI, MSC 111 & MSC 112; and MSC 113 & MSC 114. In consultation with a faculty mentor, students will develop a research plan to explore a unique biological

or marine phenomenon. Appropriate activities include, but are not limited to, literature reviews, data collection, data analysis and manuscript/presentation preparation. Students are expected to work 45 hours per credit hour per semester. Graded outcomes must include either a review paper, a formal scientific paper and/or a presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements and only twelve hours will count toward satisfying university graduation requirements.

**MSC 390/490. Internship (var. 0-12)**

A "C" or better in BIOL 223SI; and MSC 111 & MSC 112, and MSC 113 & MSC 114, cumulative GPA equal to or greater than 2.5, and permission of instructor. In consultation with a faculty supervisor, students will select an appropriate internship setting to build upon, not replace, their university course work. Students are expected to work 45 hours per credit hour per semester. Graded outcomes include, but are not limited to, journal, paper, oral report and/or presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements and only twelve hours will count towards satisfying university graduation requirements.

**MSC 397/398/497/498. Departmental Honors (var. 1-6)**

Prerequisites: Minimum of two hours from any of MSC or BIOL 387/388/487/488, cumulative GPA equal to or greater than 3.5 and permission of instructor. In consultation with a supervisory committee composed of three faculty members, students will develop a research plan to explore a unique biological or marine phenomenon. Appropriate activities include, but are not limited to, data collection, data analysis and manuscript/presentation preparation. Students are expected to work 45 hours per credit hour per semester. Graded outcomes must include both a formal scientific paper and presentation. Departmental and College paperwork must be completed prior to registration and awarding of credit. This course may be taken for credit more than once, but only four hours will count toward satisfying departmental degree requirements.

**MSC 406WI. Biological Oceanography (3)**

Three hours lecture per week. Prerequisites: A "C" or better in BIOL 223SI; and either MSC 113 & MSC 114, or BIOL 280. A study of the biological nature of ocean systems. A comprehensive study of the biota of the oceans, including biogeography and natural history of marine organisms. Formal scientific review papers of research results will be required with a minimum of 6,000 words.

**MSC 408. Biology of Marine Plants (3)**

Three hours lecture per week. Prerequisites: A "C" or better in either MSC 111 & MSC 112 and MSC 113 & MSC 114, or BIOL 280. A survey of aquatic photosynthetic organisms, with a focus on representative taxa in coastal and marine habitats. Students will learn characteristics of each taxonomic group as related to form and function in their environment.

**MSC 412WI/BIOL 412WI. Physiological Ecology (4)**

Cross-listed with BIOL 412WI. Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in BIOL 223SI; and either BIOL 280 or MSC 113 & MSC 114; and either CHEM 301, or CHEM 304, or MSC 341. An interdisciplinary approach to the interrelationship between the organism and environment, and among different taxa. Major emphasis will be placed on the physiological aspects of aquatic organisms (notably estuarine and coastal forms). Formal scientific papers of laboratory results will be required for a minimum of 6,000 words. Credit cannot be awarded for both MSC 412WI and BIOL 412WI.

**MSC 422. Coral Reef Ecology (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: A "C" or better in MSC 111 & MSC 112 and MSC 113 & MSC 114, or BIOL 280, or permission of instructor. This course will offer an in-depth examination of tropical coastal communities, including coral reefs, seagrasses, mangroves, intertidal, beaches and salt ponds. Terrestrial systems also will be studied. Emphasis will be on the ecology and conservation of these systems. The course will be a combination of intensive classroom work on the JU campus and intensive field experiences. Unique aspects of Caribbean culture will be incorporated. Course fee: possible travel expenses.

**MSC 430. Special Topics in Marine Science (var. 1-4)**

Prerequisites: A "C" or better in MSC 111 & MSC 112; and MSC 113 & MSC 114; or BIOL 280. This semester course may be offered on demand, covering predetermined special topics of student interest and of marine science significance, each topic to be pursued throughout the term. Lectures and discussion will be conducted by the combined efforts of staff members, visiting speakers and students. May be repeated for credit when topics change.

**MSC 431. Oceanographic Techniques (var. 1-4)**

Prerequisites: A "C" or better in MSC 111 & MSC 112, MSC 113 & MSC 114, and BIOL 223SI. This is a hands on based field and laboratory course looking at major sampling, surveying, and analytical tools in oceanography. The course may include ship and boat-based research as well as beach and laboratory-based methodologies used to answer scientific questions about marine and coastal systems and to become familiar with standard oceanographic sampling techniques.

**MSC 469. Fundamentals of Aquaculture (4)**

Three hours lecture and three hours laboratory per week. Prerequisites: Sophomore status with completion of the lab science core requirement. The course provides an introduction to the principles upon which viable aquaculture practices are based. Students will understand physical, chemical and biological processes in aquaculture systems and associated ecological concepts. Student will maintain fish cultures and develop lab skills associated with water chemistry analysis.

**MSC 470/BIOL 470. Biology and Marine Science Capstone (3; F/S)**

Cross listed with BIOL 470. Three hours lecture per week. Prerequisites: A "C" or better in MSC 111 & MSC 112, MSC 113 & MSC 114, BIOL 223SI, and 10 hours of upper division MSC courses. Students will participate in group discussions and analyze, integrate, and present findings from scientific literature that spans multiple disciplines. Ethical and controversial topics that have a scientific basis will be investigated. Departmental exit exam is required. Credit cannot be awarded for both MSC 470 and BIOL 470.

**MSC 501. Advanced Marine Ecology (3)**

Three hours lecture per week. An advanced course that examines the biological processes in oceanic and coastal waters. Emphasis is on empirical and theoretical concepts of marine ecosystem dynamics, primary and secondary production and detrital cycling.

**MSC 502. Chemical Oceanography (3)**

Three hours lecture per week. Examines the role of the oceans in the major global biogeochemical cycles of carbon, sulfur, nutrients, gases and trace elements. Studies include reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, absorption, complexation and their effects on the composition of seawater and the transfer of substances at the Earth's surface.

**MSC 503. Geologic and Littoral Processes (3)**

Three hours lecture per week. This course is a comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.

**MSC 504. Advanced Physical Oceanography (3)**

Three hours lecture per week. Course is an in depth examination of the geographic and hydrodynamic aspects of oceanography, with emphasis on estuaries, along with the physical properties of seawater and theories and methods involved in ocean currents, air-sea interaction, waves and tides.

**MSC 510. Graduate Seminar (1)**

One hour per week. Seminar will be held on marine related topics changing each semester. Each student will be required to give at least one seminar. May be repeated for credit and will be taken on a Pass/Fail basis.

**MSC 520. Estuarine and Coastal Ecology (3)**

Three hours lecture per week. Course will focus on estuarine ecology, including estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing.

**MSC 530. Biology of Marine Animals (3)**

Three hours lecture per week. Course will include the biology, ecology and physiology of marine animals, including invertebrates and vertebrates, with a discussion of adaptations and evolution in a marine environment.

**MSC 540. Advanced Marine Mammal Biology (3)**

Three hours lecture per week. This course is a comprehensive study of marine mammal taxa with primary focus on cetacea and sirenia. Topics will include evolutionary history, taxonomy, anatomic and physiologic adaptations to the marine environment, population dynamics, behavioral ecology, conservation and legal issues. The role of marine mammals as biomonitors of environmental health is included.

**MSC 550. Marine Microbiology (3)**

Three hours lecture per week. This course focuses on the bacteria, archaea, protists and viruses that play fundamental roles in marine systems. The organisms and their processes as they relate to biogeochemical cycling, food webs, pollutants and human health will be discussed. Biodiversity and evolution, as they relate to ecological considerations will also be addressed. Peer-reviewed research and review articles will form the basis of the readings.

**MSC 560. Advanced Ichthyology (4)**

Three hours lecture and three hours laboratory per week. Prerequisite: Graduate standing or permission of instructor. The course will cover anatomy, physiology, reproduction and ecology of bony and cartilaginous fish. It will also review systematics and taxonomy of fish and how evolution influenced the formation of major groups of fish. Students will also gain lab and field experience developing skills in data collection, and gears associated with the collection and preservation of fish.

**MSC 595. Laboratory Studies in Marine Science (3)**

Three hours laboratory per week. Basic and applied techniques and research methods to understand various marine science related topics. These techniques will be learned and utilized during the course while completing an appropriate research project. May be repeated for credit when topics change.

**MSC 601. Climate Science (3)**

Three hours lecture per week. Prerequisite: Graduate standing or permission of instructor. This course covers the physical, biological, and chemical systems that govern the climate of earth. Students will learn the fundamental laws and relationships that affect climate shifts, examine dynamic climate equilibrium, study the historical proxy record of past climate, and examine the modern literature of climate science.

**MSC 610/PPOL 691. Ocean & Coastal Environmental Law (3)**

Cross listed with PPOL 691. Three hours lecture per week. Course will examine a number of emerging ocean and coastal policy issues. Among the policy issues are those relating to oil, gas, and alternative energy facilities and equipment in coastal or ocean waters, the privatization of public waters, the impact of rising sea levels upon ocean beaches and estuarine shorelines, beach nourishment and shoreline protection, development setback lines, the use of ocean outfalls to dispose of wastewater, and the future role of the Coastal Resources Commission. Course will examine these and other emerging policy issues and the governing state and federal legal regime. Credit cannot be awarded for both MSC 610 and PPOL 691.

**MSC 620. Advanced Marine Botany (3)**

Three hours lecture per week. Course is a survey of marine plants including phytoplankton, algae, and coastal plants. The course will focus on the ecology, diversity, and physiology of these organisms, and ways to study the different groups in the field.

**MSC 630. Ocean and Coastal Observation Systems (3)**

Three hours lecture per week. Principles of instruments used in oceanographic research, introduction to electronics, and applications of instrument measurements will be examined. Emphasis will vary from CTD profilers, current meters, radiometry and chemical measurement. Course will include introduction to using observational oceanographic data, with hands-on practice in scientific programming for data analysis.

**MSC 640. Ecology of the St. Johns River (3)**

Three hours lecture per week Course will examine the geologic history and ecology of the St. Johns River, both economically and environmentally, its estuaries and upland regions. From the early settlers along the St. Johns to the modern port, we'll look back with some detail into the why's and how's of their impact on the St. Johns River. We will also examine how nature influenced the development of northeast Florida.

**MSC 660. Experimental Design/Biostatistics (3)**

Three hours lecture per week. Course will examine the mathematical methods for the analysis of biological, chemical, and physical data from the marine environment - experimental design, parametric non-parametric and re-sampling statistics. Basic design of experiments and field sampling, including random and systemic sampling, subsampling, survey techniques, single and multifactor experiments using randomized, nested, and blocked experimental designs and data analyses.

**MSC 670. Advanced Aquaculture (3)**

Three hours lecture per week. The course provides an introduction to the principles upon which viable aquaculture practices are based. Different culture systems, levels of intensity and environments will be discussed. Lectures will contain background notes and information on specific topics like water quality, nutrition, disease and agri-business. Reference data, exercises and peer reviewed bibliographical sources will be provided as part of the required readings in this applied ecology course.

**MSC 690/PPOL 690. Contemporary Issues in Marine Science (var. 1-6)**

Cross listed with PPOL 690. One to six lecture and/or laboratory per week. Course will be on selected topics and current issues in marine science. Course can be offered on an as-needed basis for topics not included in the curriculum when faculty availability or opportunities occur. May be repeated for credit when topics change, but no more than six credits count towards degree requirement. Credit cannot be awarded for both MSC 690 and PPOL 690.

**MSC 695. Advanced Laboratory Studies in Marine Science (3)**

Three hours laboratory per week. Advanced and applied techniques and research methods to understand various marine science related topics. These techniques will be learned and utilized during the course while completing an appropriate research project. May be repeated for credit when topics change.

**MSC 699. Thesis Preparation and Research (var. 1-6)**

May be repeated as needed but no more than six credits count towards degree requirement.

---

**Marketing Courses****MKG 301. Principles of Marketing (3; F/S)**

Three hours per week. An introductory course dealing with the fundamental aspects of market analysis and the management of the company's product, pricing, distribution, and promotion activities.

**MKG 320. Product and Brand Management (3)**

Prerequisites: MKG 301. This class will examine the various aspects of the product and brand in a consumer goods and services marketing management context. Special emphasis will be placed on product and brand development, value and the brand customer relationship, category management and other current issues in consumer goods/services product and brand management

**MKG 331. Advertising Management (3; F/S)**

Three hours per week. Prerequisite: MKG 301. Emphasis is given to advertising planning, campaign development, media strategy and selection, and the appropriate control and evaluation tools.

**MKG 333. Sales and Customer Relations Management (3; F/S)**

Three hours per week. Prerequisite: MKG 301. An analysis of the personal selling function, development of selling skills, and the basic responsibilities of sales management.

**MKG 334. Retail Management (3; F)**

Three hours per week. Prerequisite: MKG 301. This course examines selling to the retail sector and the basics of retail store marketing including store design and layout, buying, merchandising, pricing and promotion.

**MKG 336. Buyer Behavior (3; S)**

Three hours per week. Prerequisite: MKG 301. This course focuses on the psychological and social forces that shape business buying behavior as well as consumer purchase behavior. The consumer decision-making process as well as business buying practices are examined from a marketing perspective.

**MKG 341/INB 341. International Marketing (3; F)**

Cross listed with INB 341. Three hours per week. Prerequisite: MKG 301. Emphasis is given to understanding a foreign country's culture and environment for the development of international marketing programs and to various factors that influence the exporting of domestic marketing strategies



to foreign marketing environments. Current issues in cross-cultural marketing are explored. Credit cannot be awarded for both MKG 341 and INB 341.

**MKG 371/DSIM 371. E-Business Management (3; F/S)**

Cross-listed with DSIM 371. Three hours per week. Prerequisite: DSIM 203RI. This course prepares the next generation of business managers for success in electronic business. It explores the tools, skills, business and social implications of emerging electronic business. In addition to acquiring basic skills for identifying electronic business opportunities and creating a presence in the online marketplace, the student reexamines fundamental processes of business as they are performed in cyberspace in contrast to the marketplace. Topics include an introduction to the economics of information and information products, the roles of e-supply chains, corporate portals and public business-to-business exchanges; e-support services, auctions and e-commerce security issues and processes; the impact of e-commerce on organizational strategy and industry structure; in-depth assessment of successful e-commerce strategies; and innovative e-commerce systems. Students complete an organization case study of e-business technology implementation and create a business plan for a technology venture. Credit cannot be awarded for both MKG 371 and DSIM 371.

**MKG 433. Advanced Selling and Account Management (3; S)**

Three hours per week. Prerequisite: MKG 333. The emphasis in this course is on building customer relationships for maximized loyalty and retention. Students will learn how to segment business markets, target accounts with the highest potential and develop account strategies to build long-term business relationships. The course will use industry-based projects to further develop selling skill competencies.

**MKG 435/DSIM 435. Marketing Analysis (3; F)**

Cross listed with DSIM 435. Three hours per week. Prerequisites: MKG 301 and DSIM 201 or permission of the instructor. This course examines the use of marketing research, business analytics and data analysis tools commonly used to identify market opportunities, define target markets and develop product- positioning strategies. Credit cannot be awarded for both MKG 435 and DSIM 435.

**MKG 438. Marketing Strategy (3; F/S)**

Three hours per week. Prerequisites: MKG 301 and senior status. Designed to develop an understanding of the complexity of performing the total marketing function in a modern business firm. Special attention is given to the nature and scope of strategic decision-making in marketing and to procedures used in developing a strategic marketing plan consistent with corporate objectives and policies.

**MKG 480. Special Topics in Marketing (3)**

Three hours per week. Prerequisite: MKG 301. A study of selected topics of major interest in marketing not covered in other course offerings. The topic for the semester will be indicated in advance, and the students may repeat the course one time, maximum credit of six hours, so long as the topic is different.

**MKG 490. Internship in Marketing (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**MKG 525. Essentials of Consumer Goods & Services Marketing (3)**

The purpose of this course is to develop advanced decision-making skills in the area of brand management and marketing of consumer goods and services. Course materials will focus on the key concepts and techniques that are useful in appraising and prioritizing marketing activities, conducting market analyses and solving marketing problems within the broader context of firm management.

Application of skills will be demonstrated through extensive case study projects and classroom discussions.

**MKG 530. Consumer Behavior and Buying Practices (3)**

This course provides both a macro and micro perspective on the factors influencing buyers by presenting the principles, concepts, and results of buyer behavior critical to marketing success. In this course we will directly examine the behavior of both individual and corporate customers, with the goal of understanding how marketing managers can use these ideas. The topics discussed comprise an examination of basic psychological processes: i.e., decision-making, information processing, and social influences as well as buyer relationship management.

**MKG 535. Consumer Promotional Strategy (3)**

This course focuses on promotional strategy and execution. It emphasizes how marketers select an attractive target for advertising and develop an effective brand position with coherence between target and position. Students examine in depth how planning is made operational in terms of the sales force, the Internet, advertising and other communication vehicles.

**MKG 540. Strategic Marketing in a Digital Economy (3)**

Examines information as the basis for strategic decisions by marketing managers in consumer, commercial and industrial markets. Designed to enable students to acquire the necessary skills in planning as well as those needed to make necessary marketing decisions. It explores serving customers electronically using the Internet, cell phones and other mobile devices. Topics covered include personalization and customization, technology readiness, self-service technologies and e-service quality measurement.

**MKG 545. Principles of Supply Chain Management (2)**

Offered in Executive MBA program only. Principles of Supply Chain Management provides a strategic marketing management perspective into best practices of supply chain management, such as managing suppliers, relationships and logistics. It emphasizes the integration of supply management decisions in the consumer marketing process as a contributor to firm profitability.

**MKG 555. Consumer Strategy and Field Research (2)**

Offered in Executive MBA program only. This course provides a combination of lecture, senior marketing practitioner interaction, and hands-on experiential exercises to expose students to a range of contemporary issues in Consumer Goods and Services Marketing, such as social media, channel management, and retail management. Senior marketing leaders from companies will share leading-edge consumer marketing insights from the CMO's lens.

**MKG 580. Consumer Marketing Strategy Seminar (2)**

Offered in Executive MBA program only. This course is the capstone course for the Executive MBA with Specialization in Consumer Goods and Services Marketing. This course presents an integrative, dynamic view of competitive brand strategy. It focuses on understanding, developing and evaluating brand strategies over the life of a product market. A framework for developing marketing strategies that yield a distinctive competitive advantage based on customer and competitor analysis will be presented and applied in various situations throughout the course. Topics include strategies for pioneering brands, strategies for late entry, growth strategies, strategies for mature and declining markets, and defensive marketing strategies.

**MKG 587. Special Topics in Marketing (var. 1-3)**

A study of selected topics of major interest in Marketing not covered in other course offerings. May be taken for credit more than once, if different topic.

**MKG 590. Internship for Curricular Practical Training (1-3, max. 6)**

This for-credit internship experience provides a practical application of principle and theory in an actual business setting through an internship opportunity. Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and executive. This may be part-time or full-time practical work experience in the student's field of study. The internship may be located at an on or off-campus facility. Internship may not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to all graduate students, including international graduate students (Master/Doctoral).

**MKG 592. Independent Studies in Marketing (var. 1-3, max. 3)**

A study of related Marketing topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project. May be taken for credit more than once, but only 3 credit hours will be counted toward satisfying the degree requirements.

**MKG 595. Competitive Marketing Strategy (3)**

Offered in Executive MBA program only. The role of marketing strategy in achieving an organization's strategic goals is explored. Students learn the marketing concepts and practices used by successful companies in creating and sustaining customer value and competitive advantage. Emphasis on planning and implementing effective, socially responsible and customer-centric marketing programs within continuously evolving global markets. Students apply key concepts for analyzing environmental trends, identifying product opportunities, assessing market potential and developing effective marketing plans.

**MKG 711. Methodology and Behavioral Models (3)**

The objective of this course is to train students in the requirements of research in the social and behavioral sciences. The focus will be on learning the correct procedures for designing and conducting empirical and archival research. The topics addressed in the course will generally focus on use of archival data sets, survey and experimental behavioral research methods, measurement and scaling, questionnaire design, experimental design, data acquisition and analysis and report writing.

**MKG 775. Advanced Research Methods II (var. 6-9)**

See course description for DSIM 755. Advanced Research Methods II will be delivered as a directed individual study of dissertation development in which students will work directly with their dissertation chair.

**MKG 785. Dissertation I/Applied Research I (var. 6-9)**

This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee. Throughout the development, implementation, and evaluation of the dissertation project, the student should meet regularly with his/her dissertation chair. As necessary, the student should also meet with other members of his/her committee to review specific portions of the proposal as appropriate to their expertise. Periodic revisions should be circulated to all members of the committee upon approval of the committee chair. Revisions should be noted in a cover memo to the committee members such that they will be kept up to date. When the study is completed and ready, final approval must be received, in writing, from the chair of the dissertation committee with agreement from all members of the

committee. This process must be completed at least one month prior to the proposed date for the dissertation defense. With the designated approval, the defense date will then be scheduled.

**MKG 790. Dissertation II/Applied Research II (6; for preparing the submission and defense)**

This course focuses on the last phase of the candidate's doctoral work. This is the last course before graduation. In this course, candidates will finalize all remaining degree requirements. Over the course of final semester, candidates will present and defend their research to their DBA dissertation committee, make any required changes to their dissertation, and gain full final approval of all committee members and applicable representatives of JU's academic units.

**MKG 791. First Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for first year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**MKG 792. Second Year Practicum in Business Methods (1-3, max. 9)**

This course is designed for second year doctoral students who seek practical professional training in either their chosen business or academic disciplines. Students may use an internship to fulfill the requirements of this course. This course is individually guided by a Davis College of Business faculty member for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**MKG 795. Dissertation Extension (1; if needed)**

This course will be a continuation of work on dissertation if not completed within the normal scope of the program.

**MKG 797. Second Year Doctoral Research Paper (1-3, max. 9)**

This course is intended to give second year doctoral students the opportunity to develop a research project in conjunction with a Davis College of Business faculty member in a discipline of their choosing. This course is offered for variable credit (1 to 3 credit hours) and may be repeated for up to 9 credit hours.

**MKG 800. Special Topics (3)**

A study of selected topics of major interest to doctoral candidates not covered in other course offerings. Topic for the semester will be indicated in advance, and the student may repeat the course once if the topic is different for a maximum of six hours.

---

**Mathematics Courses**

**MATH 100. Basic College Mathematics (3; F/S)**

Three hours per week. This course may not be used to satisfy the University's Core mathematics requirement. Students may not enroll in this course if they have satisfactorily completed a higher numbered MATH course. An overview of basic algebraic and geometric skills. This course is designed for students who lack the needed foundation in college level mathematics. A graphing calculator is required.

**MATH 104. College Algebra (3; F/S)**

Three hours per week. Prerequisite: MATH 100. This course may not be used to satisfy the University's Core mathematics requirement. Qualitative and quantitative aspects of linear, exponential, rational, and

polynomial functions are explored using a problem solving approach. Basic modeling techniques, communication, and the use of technology is emphasized. A graphing calculator is required.

**MATH 110. The Mathematics of Motion & Change (3; F/S)**

Three hours per week. Prerequisite: MATH 104. A study of the mathematics of growth, motion and change. A review of algebraic, exponential, and trigonometric functions. This course is designed as a terminal course or to prepare students for the sequence of calculus courses. A graphing calculator is required.

**MATH 112. Modern Applications of Mathematics (3; F/S)**

Three hours per week. Prerequisite: MATH 104. Calculus concepts as applied to real-world problems. Topics include applications of polynomial and exponential functions and the mathematics of finance. A graphing calculator is required.

**MATH 114. Discover, Decode, Decide (3; F/S)**

Three hours per week. Prerequisite: MATH 104. Mathematics has a rich language for describing connections. Mathematical tools provide a foundation for discovering, modeling, and analyzing situations that arise in a variety of contexts. Techniques from various areas of mathematical study will be introduced to aid in describing, decoding, and understanding the real-world.

**MATH 140. Calculus I (4; F/S)**

Four hours per week. Prerequisite: A "C" or better in MATH 110. Rates of change, polynomial and exponential functions, models of growth. Differential calculus and its applications. Simple differential equations and initial value problems. A graphing calculator is required.

**MATH 141. Calculus II (4; F/S)**

Four hours per week. Prerequisite: A "C" or better in MATH 140. The definite integral, the Fundamental Theorem of Calculus, integral calculus and its applications. An introduction to series including Taylor series and its convergence. A graphing calculator is required.

**MATH 150. Introduction to Discrete Structures (3; S)**

Three hours per week. Prerequisite: A "C" or better in one of MATH 110, MATH 112 or MATH 140. An introduction to the mathematics of computing. Problem solving techniques are stressed along with an algorithmic approach. Topics include representation of numbers, sets and set operations, functions and relations, arrays and matrices, Boolean algebra, propositional logic, big O and directed and undirected graphs.

**MATH 189. Core Seminar (3-4)**

Prerequisite: MATH 104. The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**MATH 199. Special Topics (var. 1-4)**

May be repeated for credit when topic changes. Selected topics of student interest and mathematical significance will be treated.

**MATH 205. Elementary Statistics (3; F/S)**

Three hours per week. Prerequisite: MATH 104. Organizing data, averages and variations, concepts of probability, hypothesis testing, estimation, correlation and regression. A graphing calculator is required. Credit cannot be awarded for both MATH 205 and MATH 206.

**MATH 206. Statistical Methods in Science (4; F/S)**

Four hours per week. Prerequisite: A "C" or better in one of MATH 110, MATH 112, or MATH 140. Concepts of probability, distributions of random variables, estimation, hypothesis testing, regression, ANOVA, design of experiments, testing of assumptions, scientific sampling and use of statistical software. Many examples will use real data from scientific research. A graphing calculator is required. Credit cannot be awarded for both MATH 205 and MATH 206.

**MATH 220WI. Mathematics & Reasoning (3; S)**

Three hours per week. Prerequisite: ENGL 103 and a "C" or better in MATH 141. Fundamentals of mathematical logic, introduction to set theory, methods of proof and mathematical writing.

**MATH 225RI. Mathematical Experiential Learning I (1; F/S)**

One hour per week. Prerequisite: MATH 140. Course may be repeated once for credit. Creation and presentation of solutions to advanced mathematical problems in preparation for national mathematics professional examination or competition. Examination and practice of appropriate methods of formal presentation of mathematics. Participation in scheduled professional examination or competition is expected. This course is research intensive and partially satisfies the experiential learning requirement.

**MATH 300. Calculus III (4; F/S)**

Four hours per week. Prerequisite: A "C" or better in MATH 141. Functions of several variables, vectors, partial derivatives, double and triple integrals, non-Cartesian coordinate systems, vector fields and line integrals. A graphing calculator is required.

**MATH 307. College Geometry (3; S ODD)**

Three hours per week. Prerequisite: A "C" or better in MATH 141. A critical study of deductive reasoning used in Euclid's geometry including the parallel postulate and its relation to non-Euclidean geometries.

**MATH 315. Probability (3; S)**

Three hours per week. Prerequisite: A "C" or better in MATH 141. Random variables, discrete and continuous probability distributions, density functions, expectations, conditional probability and Bayes' Theorem, combinatorics, joint distributions, marginal distributions, conditional distributions, transformations of random variables, and the Central Limit Theorem.

**MATH 316. Applied Statistics (3; F EVEN)**

Three hours per week. Prerequisite: A "C" or better in MATH 141. Random variables, sampling distributions and the Central Limit Theorem, confidence intervals, parametric and non-parametric hypothesis tests, correlation and regression, and analysis of variance. Appropriate technology will be used to analyze real-world data.

**MATH 320. Linear Algebra (3; F/S)**

Three hours per week. Prerequisite: A "C" or better in MATH 141. Systems of linear equations, matrix algebra, linear transformations, determinants, vector spaces, eigenvectors and eigenvalues and applications.

**MATH 325RI. Mathematical Experiential Learning II (2; F/S)**

Two hours per week. Prerequisite: A "C" or better in MATH 225RI; additionally, MATH 331 and any MATH course numbered above MATH 300 for students with junior or senior status. Course may be repeated once for credit. Study of higher-level techniques for solving advanced mathematical problems in preparation for national mathematics professional examination or competition. Practice of appropriate methods of formal communication of mathematics through creation and presentations of solutions to advanced mathematical problems. Participation in scheduled professional examination or competition is expected. This course is research intensive and partially satisfies the experiential learning requirement.

**MATH 330/PHIL 330. Symbolic Logic (3)**

Cross listed with PHIL 330. Three hours per week. A study of modern formal logic, including both sentential logic and predicate logic. This course will improve students' abilities to reason effectively. Includes a review of topics such as proof, validity, and the structure of deductive reasoning. Credit cannot be awarded for both MATH 330 and PHIL 330.

**MATH 331. Differential Equations (3; F/S)**

Three hours per week. Prerequisite: A "C" or better in MATH 141. Qualitative and analytic study of linear and non-linear differential equations and systems of differential equations. The modeling of real world phenomena with ordinary differential equations. Topics include separable equations, linear equations, phase plane analysis, and Laplace Transforms.

**MATH 351. Applied Mathematics (3; F)**

Three hours per week. Prerequisite: A "C" or better in both MATH 300 and MATH 331. Advanced calculus and differential equations methods for analyzing problems in the physical and applied sciences. Calculus topics include potentials, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Differential equations topics include series solutions, and special functions.

**MATH 354. Introduction to Partial Differential Equations and Modeling (3; S ODD)**

Three hours per week. Prerequisite: A "C" or better in both MATH 300 and MATH 331. Modeling problems in the physical and applied sciences with partial differential equations, including the heat, potential, and wave equations. Solution methods for initial value and boundary value problems including separation of variables, Fourier analysis, and the method of characteristics.

**MATH 400SI. History of Mathematics (3; S EVEN)**

Three hours per week. Prerequisite: A "C" or better in MATH 220WI and junior or senior status. This course may not be used to satisfy the University's Core mathematics requirement. A study of the history of mathematics. Students will complete and present a research paper. Students will gain experience in professional speaking.

**MATH 411. Introduction to Real Analysis (3; F EVEN)**

Three hours per week. Prerequisite: A "C" or better in both MATH 220WI and MATH 300. Foundations of real analysis including sequences and series, limits, continuity, and differentiability. Emphasis on the rigorous formulation and writing of proofs.

**MATH 412. Introduction to Complex Variables (3; F ODD)**

Three hours per week. Prerequisite: A "C" or better in both MATH 220WI and MATH 300. Algebra of complex numbers, analytic functions, elementary functions, line and contour integrals, series, residues, poles and applications.

**MATH 420. Linear Algebra II (3)**

Three hours per week. Prerequisite: A "C" or better in MATH 320, and in CS 160 or CS 170. Further explorations in linear algebra including eigenvectors and eigenvalues, orthogonality, matrix decompositions, and principal component analysis. Special attention will be paid to applications of concepts.

**MATH 423. Algebraic Structures (3; S EVEN)**

Three hours per week. Prerequisite: A "C" or better in MATH 220WI. An overview of groups, rings, fields and integral domains. Applications of abstract algebra.

**MATH 430. Reading List (2; S)**

Two hours per week. Prerequisite: Junior or senior status. A capstone course. Examination of significant mathematical literature. Problem solving.

**MATH 440. Special Topics (var. 1-3)**

Prerequisite: A "C" or better in MATH 220WI or consent of the instructor. May be repeated for credit when topic changes. Selected topics of student interest and mathematical significance will be treated.

**MATH 501. Introduction to Analysis (3)**

Three hours per week. A study of real numbers and the important theorems of differential and integral calculus. Proofs are emphasized, and a deeper understanding of calculus is stressed. Attention is paid to calculus reform and the integrated use of technology.

**MATH 502. Survey of Geometries (3)**

Three hours per week. An examination of Euclidean and non-Euclidean geometries. Transformational and finite geometries.

**MATH 503. Probability & Statistics (3)**

Three hours per week. Probability theory and its role in decision-making, discrete and continuous random variables, hypothesis testing, estimation, simple linear regression, analysis of variance and some nonparametric tests. Attention is paid to statistics reform and the integrated use of technology.

**MATH 504. Special Topics (3)**

Three hours per week. May be repeated for credit when topic changes. Course content will vary depending on needs and interests of students.

**MATH 507. Number Theory (3)**

Three hours per week. An introduction to classical number theory. Topics include modular arithmetic, the Chinese Remainder Theorem, primes and primality testing, Diophantine equations, multiplicative functions and continued fractions.

**MATH 508. Introduction to Mathematical Modeling (3)**

Three hours per week. An introduction to mathematical modeling of real world problems. Growth models, dynamical models and difference equations, curve fitting, optimal solutions.

**MATH 510. Seminar in the History of Mathematics (3)**

Three hours per week. Important episodes, problems and discoveries in mathematics, with emphasis on the historical and social contexts in which they occurred.



**MATH 515. Combinatorics (3)**

Three hours per week. A survey of the essential techniques of combinatorics. Applications motivated by the fundamental problems of existence, enumeration and optimization.

**MATH 520. Linear Algebra (3)**

Three hours per week. Applications of concepts in linear algebra to problems in mathematical modeling. Linear systems, vector spaces and linear transformations. Special attention will be paid to pedagogical considerations.

**MATH 531. Theory of Ordinary Differential Equations (3)**

Three hours per week. Existence and uniqueness theorems. Qualitative and analytic study of ordinary differential equations, including a study of first and second order equations, first order systems and qualitative analysis of linear and nonlinear systems. Modeling of real world phenomena with ordinary differential equations.

**MATH 540. Graduate Reading Seminar (var. 1-2)**

Review, interpretation, and discussion of mathematical works. Student presentations will be required. May be repeated for credit up to a total of three semester hours.

**MATH 600. Thesis Seminar (var. 1-3)**

One to three hours per week. Research guidance. May be repeated for credit up to a total of three semester hours.

**MATH 699. Thesis Preparation and Research (1)**

Master of Arts in Mathematics students who have not completed their thesis and are not enrolled in any other graduate course must enroll in MATH 699 each fall and spring semester until final approval of their thesis. This course is Pass/Fail and does not count towards any graduate degree.

---

**Mechanical Engineering Courses****ME 100/EE 100. Engineering Orientation (2)**

Cross-listed with EE 100. Three hours per week. Co-requisite: MATH 110 or MATH 140. General information on engineering disciplines, common engineering practices, engineering profession, engineering education, engineering design including creativity and innovation, team design projects, engineering ethics and engineering opportunities will be provided by the instructors and/or invited professionals. Credit cannot be awarded for both ME 100 and EE 100.

**ME 110. Engineering Graphics (2; S)**

Three hours per week. Principles of two- and three-dimensional visual presentations such as orthographic projections, isometric drawings, sectional and auxiliary views, dimensioning, and assemblies. The computer is introduced as a drafting tool.

**ME 111. Computer Aided Design (2; F/S)**

Three hours per week. Prerequisite: ME 110. The use of computer as a design and production tool. Solid modeling, fundamentals of engineering design process, decision making, introduction to the most common mechanical components and manufacturing processes, CAD based analysis tools. Students work in teams to complete a design project.

**ME 210. Mechanics, Statics (3; F)**

Three hours per week. Prerequisites: PHYS 151 and MATH 140. This course teaches basic concepts of mechanics, systems of forces and couples: equilibrium of particles and rigid bodies; analysis of

structures: trusses, frames, machines; internal forces, shear and bending moment diagrams; distributed forces; friction, centroids and moments of inertia; introduction to stress and strain; computer applications.

**ME 211. Mechanics, Dynamics (3)**

Three hours per week. Prerequisite: ME 210. This course includes kinematic and kinetic aspects of motion modeling applied to rigid bodies and mechanisms. Focus on free-body-analysis. Use of work-energy and impulse-momentum motion prediction methods. Students learn to use Cartesian and simple non-Cartesian coordinate systems. It also includes rotational motion, angular momentum, and rotational kinetic-energy modeling; body mass rotational moment of inertia, relative-velocity and acceleration.

**ME 230WS/EE 230WS. Technical Communication (3)**

Cross listed with EE 230WS. Three hours per week. Prerequisite: ENGL 103. Students develop and practice skills in verbal and written communication, conducting secondary research, collaboration with colleagues and supervisors, and using communication and collaboration technology. These skills will be used to deliver technical reports and proposals, professional presentations, internal communication, and other professional forms of communications expected of engineers and scientists. Students are required to write a term paper exceeding 6,000 words and to present it to the class at the end of the term. Credit cannot be awarded for both ME 230WS and EE 230WS.

**ME 311. Thermodynamics I (3; S)**

Three hours per week. Prerequisite: ME 210 and MATH 331, CHEM 103. This course includes the formulation of the first and second laws of thermodynamics; energy conservation; concepts of equilibrium, temperature, energy, and entropy; equations of state; processes involving energy transfer as work and heat; reversibility and irreversibility; closed and open systems; and cyclic processes.

**ME 312. Fluid Mechanics (4)**

Three hours lecture and two hours lab per week. Prerequisites: ME 111, ME 211 and ME 311. Introduction to the basic fluid laws and their engineering applications. Topics include fluid properties and definitions, fluid statics, Archimedes principles, Bernoulli equation, kinematics of fluids, control volume analysis, Euler equation, velocity potential and stream function, dimensional analysis and similitude, laminar and turbulent flow, viscous flow in pipes. Lab sections consists of experiments and usage of computational tools in fluid analysis.

**ME 313. Mechanics of Materials (4)**

Three-hour lecture and two hours lab per week. Prerequisites: ME 111, ME 210 and MATH 331. Introduction to the fundamental concepts and mechanics of deformable solids. Topics include stresses and strains in solids, material behavior, shear force and bending moments. Mohr's circle for plane stress and strain, stresses due to combined loading, axially loaded members, torsion of circular closed sections, pressure vessels, statically indeterminate systems, deflection of beams, column stability. Lab sections consists of experiments and usage of computational tools in mechanics analysis.

**ME 330/EE 330. Introduction to Engineering Management (3; S)**

Cross-listed with EE 330. Three hours per week. Prerequisite: ME/EE 100, ECON 203, ME/EE 230WS. This course covers basic functions of technology management, methods of managing technology, the functions of a technical manager, principles and techniques for quality processes, project management, process management, ethics, communication, and organizational behavior. Case studies are used in

each section to illustrate concepts and principles. A semester-long entrepreneurial project is required. Credit cannot be awarded for both ME 330 and EE 330.

**ME 405. Special Topics in Engineering (3)**

Three hours per week. Prerequisites: To be determined by the instructor. Engineering courses on special topics of interest will be taught under this title.

**ME 411/EE 411. Introduction to Mechatronics (4)**

Cross-listed with EE 411. Three-hour lecture and one-hour lab per week. Prerequisites: CS 170 or EE 203, MATH 331, ME 211, and EE 202 or instructor permission. This course presents the synergistic integration of mechanical engineering with electronics and computer control in the design of industrial products and processes. It also surveys basic electronics, electromechanical actuators, analog and digital signals, sensors, basic control algorithms, and microcontrol programming. The course requires weekly laboratory exercises and a final design project. Credit cannot be awarded for both ME 411 and EE 411.

**ME 412/EE 412. Linear Control (3)**

Cross-listed with EE 412. Prerequisites: MATH 331 and EE 302 or instructor permission. This course explores the modeling of linear dynamic systems via differential equations and transfer functions utilizing state space representations and classical input-output representations; the analysis of systems in the time and frequency domains; study of closed-loop systems; state-space methods and the classical stability tests, such as the Routh-Hurwitz criterion, Nyquist criterion, root-locus plots and Bode plots. Studies compensation design through lead and lag networks, rate feedback, and linear state-variable feedback. Credit cannot be awarded for both ME 412 and EE 412.

**ME 413RI. Senior Design I (3)**

Three hours per week. Prerequisite: Instructor permission. Under faculty supervision, students plan a project of at least one semester's duration, conduct the analysis or design and test, and report on the results. If this work is to be the basis for an undergraduate thesis, the course should be taken no later than the student's penultimate semester.

**ME 414RI. Senior Design II (3)**

Three hours per week. Prerequisites: ME 413RI and instructor permission. Under faculty supervision, students plan a project of at least one semester's duration, conduct the analysis or design and test, and report on the results.

**ME 415SI/EE 415SI. Mechanical Engineering Seminar (1)**

Cross-listed with EE 415SI. One hour per week. Mechanical Engineering majors must complete a one-semester, research intensive, senior seminar. The Senior Seminar is intended to be a capstone experience with opportunities for students to pull together and reflect upon what they have learned in their coursework and to employ the skills they have mastered. These seminars are also research seminars, in which students will participate in creating and sharing knowledge. Credit cannot be awarded for both ME 415SI and EE 415SI.

**ME 416. Heat Transfer (3)**

Three hours per week. Prerequisite: ME 312. Fundamental concepts and three basic modes of heat transfer: conduction, radiation, and convection. Conduction in one and two dimensions, steady state and transient. Forced and natural convection. Radiation between two or three black and gray bodies. Analysis and applications of heat exchangers.

**ME 417. Mechanical Design and Manufacturing Process (4)**

Three hours lecture and three hours lab per week. Prerequisite: ME 313. Manufacturing processes from a mechanical engineering design stand point and design for manufacturing. Analysis and selection of mechanisms, machine components, and associate manufacturing processes. Project management and budgeting of projects. Computer Aided Manufacturing (CAM) and Computer Numeric Control (CNC) machine applications. Emphasis on hands-on machining and fabrication. Design/build project for student teams by using machine shop.

**ME 490. Engineering Internship (var. 1-6; max. of 6)**

Three to 18 hours of work per week. Prerequisites: junior or senior status; 3.0 or better overall GPA; permission of the Engineering Programs director and the Dean of College of Arts & Sciences.

**Medical Humanities****MHUM 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**MHUM 375. Special Topics in Medical Humanities (3-4)**

Three to four hours per week. A study of topics not covered in the standard curriculum. Content will be announced in advance. This course may be cross-listed with courses from other disciplines that cover topics related to medical humanities. May be repeated for credit when topic has changed.

**MHUM 401. Illness, Health & Narrative (3)**

Three hours per week. Prerequisites: ENGL 103 and English/literature core requirement. Concepts and issues of Narrative Theory and Medicine will be introduced through genres, media, theatre, standardized patient simulation and patient stories. Students will be introduced to narrative theory via an exploration of historical events and modern medicine. Engaged learning techniques will encourage students to explore and identify how to incorporate a narrative based approach in the provision of patient centered care.

**MHUM 472. Special Topics in Medical Humanities (3-4)**

Three to four hours per week. A study of topics not covered in the standard curriculum. Content will be announced in advance. This course may be cross-listed with courses from other disciplines that cover topics related to medical humanities. May be repeated for credit when topic has changed.

**Mental Health Counseling Courses****MHC 501. Human Growth and Development (3)**

This course provides an overview of psychosocial human growth and development across the lifespan from both an individual and family perspective. An emphasis will be placed on the application of development theories into counseling practice.

**MHC 502. Legal, Ethical, and Professional Standards (3)**

Legal, ethical and professional standards of practice for counselors and coaches are examined in this

course. Florida statutes and ethical principles of counseling, including marriage and family therapy, will be emphasized. Students will be knowledgeable of the counseling professions, codes of ethics, legal considerations, and standards of preparation as well as differences between certifications and licensures and professional organizations.

### **MHC 503. Counseling Theories and Practice (3)**

Theories related to counseling and psychotherapy is explored in this course. An emphasis will be placed on individual and family systems perspectives and application of major counseling theories, including coaching theories in clinical practice.

### **MHC 504. Introduction to Counseling Skills and Practice (3)**

This course provides an overview and practice of basic counseling skills counselors need in order to function effectively. A discussion of skills needed for coaching will also be addressed. These skills will form the basic communication pattern between counselor and client and facilitate both the relationship (maintenance) and content (task) functions of counseling. An emphasis will be placed on how to identify clients' issues and apply appropriate counseling strategies. Also addressed will be different professional paths that exist in the counseling profession with an emphasis on professional identity.

### **MHC 505. Behavioral Research and Program Evaluation (3)**

The focus of this course will be research methods and data analysis techniques used to evaluate counseling outcomes and programs. Examples of course content include qualitative and quantitative research designs, needs assessment, program evaluation, and ethical and legal considerations in research and evaluation. This course will require an applied project.

### **MHC 506. Diagnosis and Treatment of Psychopathology (3)**

The focus of this course will be on basic criteria for categorizing mental health disorders and abnormal behavior using the most current edition of the DSM. This course includes an experiential component focused on the etiology, diagnosis, treatment and prevention of mental and emotional disorders and dysfunctional behavior. An emphasis will be placed on strategies to promote optimal mental health.

### **MHC 507. Group Theories and Practice (3)**

The focus of this course is counseling in the group setting. Group counseling, group coaching, and group leadership including group process components, developmental stage theories, and group member roles and behavior will be emphasized. This course will have a strong experiential component.

### **MHC 508. Individual Evaluation and Assessment (3)**

The purpose of this course is to familiarize students with strategies for selecting, administering, interpreting, and using valid and reliable individual and group assessment and evaluation instruments and techniques in counseling and psychotherapy. Implications of testing and evaluation for cultural and special needs populations will be discussed. Non-test assessment theory and practice will be studied and demonstrated experientially.

### **MHC 509. Social and Cultural Foundations in Counseling (3)**

This course is designed to provide students with knowledge of multiculturalism and inclusiveness across diverse groups based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability. It will have a focus on the skills necessary to counsel and/or coach individuals and family systems with diverse needs. This course will have a strong experiential component.

**MHC 510. Career and lifestyle Assessment and Counseling (3)**

This course will focus on principles and practices of career and lifestyle assessment instruments and techniques, career development theories, and career decision-making models. Strategies for career coaching and counseling will be discussed and practiced. Career information dissemination including computer-based career development applications and strategies will be investigated. This course will have a strong experiential component.

**MHC 511. Human Sexuality Counseling (3)**

This course will address research and theories of human sexual development including researched theories of normal and abnormal sexual functioning. It will address general principles and practices for the treatment of sexual dysfunctions and the promotion of optimal sexual health across all age, gender and cultural groups. Counseling strategies for the treatment of sexual dysfunctions will be practiced.

**MHC 601. Community Based Counseling (3)**

Counseling services in community and agency settings are examined in this course. It will address principles, theories and practices of community needs and interventions. This course will explore the availability, utilization and funding of counseling services across a variety of settings, including inpatient, partial treatment, outpatients and aftercare agencies. This course will have a required community project.

**MHC 602. Family Therapy: Counseling Children & Adolescents (3)**

This course will explore the causes, diagnoses and treatment of mental health disorders of children and adolescents with an emphasis on the impact on the family system. Disorders that will be reviewed include but are not limited to ADD, ADHD, Autism, Disruptive Behavior Disorders, Anxiety, Depression, Substance Use, and Eating Disorders. Therapeutic approaches will be addressed including play therapy, group counseling and family counseling. Coaching strategies will also be investigated. This course will have a strong experiential component.

**MHC 603. Clinical Practicum (3)**

This 330 clinical contact hour course is the first in a series of courses designed to provide supervised clinical experiences in counseling. This practicum experience combines classroom activities supervised by faculty and field experiences supervised by a qualified site supervisor in a mental health or related setting to assist students in the transition from the classroom setting to clinical practice. Course is offered as Pass/Fail.

**MHC 604. Addictive Behaviors Counseling (3)**

This course will address theories of substance use, misuse, abuse and dependence and addiction. It will address addiction and dependence on alcohol and other drugs as well as other addictive type behaviors. It will address counseling needs for each component of the prevention continuum of primary (health promotion), secondary (intervention) and tertiary (treatment) including the tenets of relapse prevention. Within each component the needs of special populations including ethnic minorities, children and adolescents, older adults, dual-diagnosed individuals and others will be discussed. This course will emphasize appropriate counseling skills and the promotion of responsible behavior. This course will have a strong experiential component.

**MHC 605. Theories and Practice in Marriage and Family Therapy (3)**

This course is designed to provide a comprehensive overview of contemporary theories and practices in family counseling. Theories addressed include psycho dynamic, humanistic, systems, structural, communication/ strategic and behavioral/cognitive approaches to working with families. Emphasis will

be placed on professional issues and ethical practices in family therapy. This course will include a strong experiential component.

**MHC 606. Internship in Clinical Mental Health Counseling I (3)**

This is the first of two 3-hour internships with each requiring 335 contact hours in a community counseling setting. These Internships are the culminating clinical experiences. For those with an interest in dual licensure it is recommended that marriage and family therapy is a focus of the internship. Supervision is provided by a university faculty as well as qualified site supervisors at each clinical site. Supervision will include peer, instructor, and self-reflective strategies. Supervision will include but not be limited to discussion of student conceptualization, diagnosis, treatment plan, interventions, process, and outcome of counseling among actual clients. Course is offered as Pass/Fail.

**MHC 607. Marriage and Family Systems: Couples Therapy (3)**

The purpose of this course is to provide information on theories and models of counseling couples. It will consist of a review of skills, interventions, and assessment procedures appropriate for couples. Strategies to help couples of all types recognize and resolve conflicts and improve their relationships will be discussed and practiced. This course will have a strong experiential component.

**MHC 608. Counseling Military Families (3)**

This course provides comprehensive coverage of salient aspects of military life including the psychological consequences of combat-zone deployments and the cycle of deployment. The course will address the treatment of symptoms consistent with PTSD, depression, anxiety, and cognitive disorders, as well as interpersonal difficulties faced by military members and their family. Special emphasis will be placed on counseling strategies for military families.

**MHC 609. Internship in Clinical Mental Health Counseling II (3)**

This is the second and final 3-hour internship requiring 335 contact hours in a community counseling setting. This Internship is the culminating clinical experience. For those with an interest in dual licensure it is recommended that the focus of the internship be on marriage and family therapy. Supervision will be provided by a university faculty as well as qualified site supervisors at each clinical site. Supervision will include peer, instructor, and self-reflective strategies. Supervision will include but not be limited to discussion of student conceptualization, diagnosis, treatment plan, interventions, process, and outcome of counseling among actual clients. Course is offered as Pass/Fail.

**MHC 697. Mental Wellness and Aging (3)**

This course provides an overview of mental challenges that can be encountered by older adults. It addresses physiological, psychological, sociological, and spiritual factors that impact mental health as individuals' age. It identifies common mental health issues and corresponding risk factors while differentiating behaviors associated with common causes of cognitive decline. Also addressed are interventions that maintain and improve communication with and care of cognitively impaired seniors in a variety of healthcare settings.

**MHC 698. Foundations of Coaching (3)**

This course addresses the general parameters for establishing the coaching process, code of ethics, fundamental coaching skills, and the use of assessments. An emphasis will be placed on approaches for individuals, businesses and organizations related to healthcare. Varied types of coaching, including but not limited to wellness, health, career, life, personal, leadership will be addressed. Participants will experience self-discovery, one-on-one coaching, group, team and other coaching styles via a theoretical approach. This is a highly interactive course.

**MHC 699. Practice Management (3)**

This is an interdisciplinary course designed for Health Science Practitioners. Enrollment in this course is open to all Brooks Rehabilitation College of Healthcare Science graduate students and Health Care Practitioners from the local community. The focus of this course is on the legal, financial, human resource and ethical issues involved in running an independent healthcare practice.

---

**Military Science Leadership Courses****MSL 101. Leadership and Personal Development (2; F)**

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

**MSL 101L. Leadership and Personal Development Laboratory (0)****MSL 102. Introduction to Tactical Leadership (2; S)**

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the MSL 102 experience.

**MSL 102L. Introduction to Tactical Leadership Laboratory (0)****MSL 201. Innovative Team Leadership (2; F)**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

**MSL 201L. Innovative Team Leadership Laboratory (0)****MSL 202. Foundations of Tactical Leadership (2; S)**

This course examines the challenges of leading tactical teams in the COE. The course highlights dimensions of terrain analysis, patrolling and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MSL 202 provides a smooth transition into MSL 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**MSL 202L. Foundations of Tactical Leadership Laboratory (0)**



**MSL 301. Adaptive Team Leadership (3; F)**

This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC).

**MSL 301L. Adaptive Team Leadership Laboratory (0)****MSL 302. Leadership Under Fire (3; S)**

This course uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development and Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. MSL 302 cadets are evaluated on what they know and do as leaders.

**MSL 302L. Leadership Under Fire Laboratory (0)****MSL 401. Developing Adaptive Leaders (3; F)**

This course develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. MSL IV cadets analyze, evaluate and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MSL 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

**MSL 401L. Developing Adaptive Leaders Laboratory (0)****MSL 402. Leadership in a Complex World (3; S)**

This course explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

**MSL 402L. Leadership in a Complex World Laboratory (0)**

---

**Music Courses****MUS 100. Recital Attendance (0)**

One hour per week (varies). May be repeated. Students majoring in the Department of Music must enroll each semester and meet the stated recital attendance requirements established by the department faculty. For information, the student should contact his/her advisor or the department chair.

**MUS 111. Class Piano I (1; F)**

Two hours class per week. Prerequisite for MUS 112. Beginning and intermediate piano in classes for music majors and non-majors. Mandatory cohort with Music Theory for freshmen if required in music degree program.

**MUS 112. Class Piano II (1; S)**

Two hours class per week. Prerequisite: passing grade in MUS 111 or placement examination by special permission of the instructor. Beginning and intermediate piano in classes for music majors and non-majors. Mandatory cohort with Music Theory for freshmen if required in music degree program.

**MUS 116. Singer's Diction I (1; F)**

Two hours per week. Required for voice majors in the BM, BFA, and BME degrees. A laboratory course in the sung pronunciation of Italian, Latin, and English song repertory and arias. Phonetic aspects of language are approached through use of the International Phonetic Alphabet. Recommended for students with voice as their principal applied area in the BA and BS degrees.

**MUS 120. Jazz Theory Fundamentals (3; S even)**

Co-requisite: MUS 141. Designed for pianists and non-pianists alike, an introduction to the application of jazz-oriented theory. Involves study of vertical chord and horizontal scale harmony, and their application to improvised jazz solo. Includes examples of basic diatonic progressions, the use of color tones in different chord types, chord voicing, form, development of aural skills, technical ability, and practical keyboard skills. This course will also introduce the student to jazz standard repertoire by implementing American Jazz Standard song forms as a medium for developing these techniques.

**MUS 140. Fundamentals of Music Theory (3)**

Three hours per week. Required for students with insufficient previous theoretical training. Skills of note reading, meter and rhythm, intervals, scales, and common chords; correlated harmony and ear training.

**MUS 141. Music Theory I (3; F)**

Three hours per week. Prerequisite: MUS 140 or placement examination. Melodic form; major and minor modes; triads; dominant seventh chord and its inversion; non-chord tones; secondary dominant and leading-tone chords; part-writing in three or four voices.

**MUS 142. Music Theory II (3; S)**

Three hours per week. Prerequisite: MUS 141 or placement examination. Melodic form; major and minor modes; triads; dominant seventh chord and its inversion; non-chord tones; secondary dominant and leading-tone chords; part-writing in three or four voices.

**MUS 150. Introduction to Music Technology (3)**

Three hours per week. Co-requisite: MUS 142 or consent of instructor. An introduction to technology for the musician including synthesizers/samplers, composition/arranging, music printing and computer-aided instruction. Satisfies the University Core Curriculum Technology requirement.

**MUS 157. Music Theory Lab I (1; F)**

Three hours per week. Prerequisite: MUS 140 or placement examination. Melodic, two-part, and four-part dictation; sight-singing with note-names and numbers; keyboard harmony includes triad progressions, I-IV-V-I, circle of fifth chord progressions, and sequential chord groups using secondary dominants.

**MUS 158. Music Theory Lab II (1; S)**

Three hours per week. Prerequisite: MUS 157 or placement examination. Melodic, two-part, and fourpart dictation; sight-singing with note-names and numbers; keyboard harmony includes triad progressions, I-IV-V-I, circle of fifth chord progressions, and sequential chord groups using secondary dominants.

**MUS 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**MUS 195. The Music Profession (1; F)**

Two hours per week. Required of freshmen music majors. Career seminar. Orientation to the music profession, including but not limited to topics such as music research, personal career planning, goal setting for the music student, business issues for the professional musician, promotion and public relations methods, and arts advocacy.

**MUS 199. Special Topics in Music (var. 1-4)**

May be repeated for credit when topic changes. Selected topics of student interest and musical significance.

**MUS 200. Sophomore Qualifying Examination (0)**

Prerequisite: Voice students must have completed MUS 116. Students expecting to complete requirements for a B.M., B.M.E. or a B.A. degree with a major in music or who wish to enroll in advanced applied music studies as a concentration (one hour lesson per week) must enroll and pass a Qualifying Examination during the fourth semester of applied studies. Students should consult their applied instructor for specific area requirements.

**MUS 203-404. Composition (3)**

One weekly hour of private study. May be repeated for credit. The courses include instruction in the mechanics of writing and copying music; writing for orchestral instruments and for voices (solo and in small ensembles); writing for keyboard instruments; and electronic music. Emphasis is on the development of the student's musical creativity and individuality. Composition recital required in senior year.

**MUS 208-408. Applied Lab (0)**

One hour per week; counts as one-hour daily practice. May be repeated. Required of applied students enrolled in MUS 202, MUS 203, MUS 205, MUS 402, MUS 404, or MUS 405. Study of performed literature for the medium. Survey of literature. Observation of individual performances. Examination of performance problems and styles. Continuation of studio instruction.

**MUS 212. Class Voice I (1; F)**

Two hours per week. May be taken by anyone as a fine arts or secondary applied music elective. Required of students majoring in music education with instrumental music or piano as their principal applied area unless the requirement has been waived by an audition demonstrating proficiency in this area. Beginning vocal technique for students without previous instruction in singing. Emphasis is on breath management for singing, resonance, tone production, musicianship, and singing diction.

**MUS 213. Class Voice II (1; S)**

Two hours per week. Prerequisite: MUS 212. May be taken by anyone as a fine arts or secondary applied music elective. Emphasis is on breath management for singing, resonance, tone production, musicianship, and singing diction.

**MUS 225. Music Appreciation: History of Pop and Rock (3)**

Three hours per week. Does not fulfill requirements for a major in the Department of Music. Designed to develop the enjoyment and appreciation of music through intelligent listening. This section will focus on pop and rock music created after 1900, and through current styles.

**MUS 226. Music Appreciation: Hard Rock and Heavy Metal of the 1980s (3)**

Three hours per week. Does not fulfill requirements for a major in the Department of Music. An analytical discourse of hard rock and heavy metal in the 1980s, a period where the genres enjoyed their highest degree of popularity. Discussions include historical and stylistic traits of sub-genres of hard rock and heavy metal, including glam metal, the New Wave of British Heavy Metal and the beginnings of thrash metal. Dialogue on the rise of Los Angeles as a prominent music scene, the impact of MTV, and increase guitar virtuosity and its impact on the 1990s following each genres' demise.

**MUS 233. Music Appreciation: Music for the Dance (3; F even)**

Three hours per week. Designed for the dance major. The study of form and rhythmic analysis as applied to movement. Exploration of appropriate music repertoire for dance. Does not fulfill requirements for a major in the Music Division.

**MUS 235. Accompanying I (1; F even)**

One-hour lecture plus two hours of studio accompanying per week as assigned by the instructor in consultation with individual studio professors. Required for all keyboard majors and concentrations. Sight-reading; study of various musical textures and pianistic techniques; important stylistic features; analysis of accompanying problems in both solo and ensemble accompanying; a study of representative vocal and instrumental literature; study of various languages as related to vocal literature.

**MUS 236. Accompanying II (1; S odd)**

One-hour lecture plus two hours of studio accompanying per week as assigned by the instructor in consultation with individual studio professors. Required for all keyboard majors and concentrations. Prerequisite: MUS 235. Sight-reading; study of various musical textures and pianistic techniques; important stylistic features; analysis of accompanying problems in both solo and ensemble accompanying; a study of representative small ensemble and orchestral literature.

**MUS 238. Music Appreciation: Classical Music (3)**

Three hours per week. Does not fulfill requirements for a major in the Department of Music. Designed to develop the enjoyment and appreciation of music through intelligent listening. This section will focus on classical music from many periods and styles.

**MUS 240. Jazz Theory and Improvisation I (3, F even)**

Three hours per week. Prerequisite: MUS 120. This course serves as an introduction to instrumental improvisation. It combines the elements of basic jazz theory and harmony with the building blocks of the improvised solo. The content of the first semester will include modal and chord scale relationships, jazz rhythms and phrase building, the blues progression, jazz repertoire, and jazz solo analysis. This course will combine a lecture/practicum format with reading and written assignments.

**MUS 241. Music Theory III (3; F)**

Three hours per week. Prerequisites: MUS 142 or proficiency examination. Study of choral and tonal resources of the eighteenth through the 20th centuries; practice in the writing and analysis of compositions in these idioms.

**MUS 242. Music Theory IV (3; S)**

Three hours per week. Prerequisites: MUS 241 or proficiency examination. Study of choral and tonal resources of the eighteenth through the 20th centuries; practice in the writing and analysis of compositions in these idioms.

**MUS 257. Music Theory Lab III (1; F)**

Three hours per week. Prerequisites: MUS 158 or proficiency examination. Dictation and sight-singing of complex melodic, two-voice and four-voice material; keyboard training in simple choral accompaniment to a given melody, altered chords, and modulation.

**MUS 258. Music Theory Lab IV (1; S)**

Three hours per week. Prerequisites: MUS 257 or proficiency examination. Dictation and sight-singing of complex melodic, two-voice and four-voice material; keyboard training in simple choral accompaniment to a given melody, altered chords, and modulation

**MUS 300. Junior Recital (0)**

Prerequisite: MUS 404. Half recital during the junior year.

**MUS 306. Jazz Piano (1; S even)**

Two hours per week. Prerequisite: Theory MUS 140 or consent of the instructor. Designed for pianists and non-pianists alike, Jazz Piano provides an overview of the techniques utilized by professional jazz pianists and a basic working knowledge of the piano keyboard. The class will cover various chord structures (chord voicing) to be placed in basic diatonic progressions, the use of color tones in different chord types, and the changing roles of the left and right hand for comping (complementing) and for improvising. This course will also introduce the student to jazz standard repertoire by implementing American Jazz Standard song forms as a medium for developing these techniques.

**MUS 316. Singer's Diction II (1; S odd)**

Two hours per week. Required for voice majors in the BM and BME degrees. Offered alternate years. A laboratory course in the sung pronunciation of French and German song repertoire and arias. Phonetic aspects of language are approached through use of the International Phonetic Alphabet.

**MUS 317. Music and Intellectual Property Law (3; S)**

A study of music as a business and identifying income sources, including introductory discourse of arts administration and music products. Contractual terminology relating to protecting compositions, including copyright and intellectual property law, music publishing licensing, and songwriting agreements are discussed. The differences in mechanical, performance, synchronization, grand and dramatic rights are compared.

**MUS 318. Artist and Concert Management (3; F even)**

Prerequisite: MUS 317 or consent instructor. Analysis of artist and concert management, including talent agencies, personal management, performance and recording contracts, tours, artist promotion, concert promotion, concerts, riders, venues, audience projections, and finance.

**MUS 319. Record Company Operations (3; F odd)**

Prerequisite: MUS 317 or consent instructor. Study of market structure and analysis, A&R, creative services, distribution patterns, promotion, royalty distribution, in-house production, marketing, charts, airplay, pricing, and legal aspects. Other aspects of recording including contracts, royalty statements, and record producer agreements are analyzed.

**MUS 320. Music Production and Songwriting (2; S even)**

Prerequisite: MUS 317 or consent instructor. An in-depth discussion of songwriting, including analysis of standard repertoire and the composition of songs in popular formats. Hands-on use of the recording facility to produce recordings for the campus-based record company.

**MUS 320L. Music Production Lab (1; S even )**

Co-requisite class with MUS 320 Music Production and Songwriting. Participation in recording projects for CD release as producer, songwriter, and session musician.

**MUS 321WR. Entrepreneurship in Music Industry (3; S odd)**

Prerequisite: MUS 317 or consent instructor. Identification of opportunities in the entertainment marketplace, exploration of resources to explore those possibilities, and committing the necessary resources to achieve long-term gain. This course fulfills the writing-intensive requirement of the music business concentration.

**MUS 322. Service Learning Performance Ensemble (3)**

Available by audition, the Service Learning Performance Ensemble assists students in using music, theatre and dance for community outreach. This course fulfills the Experiential Learning graduation requirement.

**MUS 323. Marching Band Techniques (2; F odd)**

Three hours per week. Offered alternate years. Introduces philosophies and approaches used in managing and teaching a marching band program. Topics include teaching methods, organization and administration, charting, arranging, movement, drill, percussion, and support units. Designed for students majoring in music education.

**MUS 325/WGS 325. Women and Music, A History (3)**

Cross listed with WGS 325 (Fine Arts). This course surveys women as performers and composers throughout music history. Students will engage with course material through readings, video and listening. Prior musical experience is not required. This course is cross-listed in Music and WGS and may be used to satisfy a requirement for the Women's and Gender Studies minor. Credit cannot be awarded for both MUS 325 and WGS 325, unless the topic for WGS 325 has changed.

**MUS 328. Music Theater or Opera Workshop (1)**

Three hours per week. Admission requires consent of the instructor. This course analyzes drama and characterization in opera and musical theater, incorporating stage movement and public performance. May be repeated for credit.

**MUS 329. Music Theatre Rehearsal & Production (0, 1)**

Varied hours. Credit for practical experience in musical theatre productions. All students involved in any main stage production must register for this course. Class enrollment for credit is required for three semesters for all music theatre majors. Enrollment is not limited to musical theatre majors. Class meets formally one hour per week and requires extensive work outside of class meeting time. The course

centers on the creation of a musical production for public performance and will integrate, acting, vocal and movement skills.

**MUS 331WR. Western Art Music Since 1900 (3; F odd)**

Three hours per week. Prerequisite: MUS 338. Satisfies the writing-intensive and research-intensive requirements of the music department. Required for all Bachelor of Music majors. A study of Western music from Debussy to the present day.

**MUS 332SI. History of Musical Theatre (3; S even)**

Three hours per week. Prerequisite: MUS 338. Satisfies the speech-intensive requirement of the music department. American musical theatre from its origin to the present. The course features selected landmark musicals as well as a review of famous companies, producers, directors and performers.

**MUS 333. Renaissance & Baroque Music (3; S even)**

Three hours per week. Prerequisite: MUS 338. Offered alternate years. A study of Western music in the period from 1450 to 1750.

**MUS 335SI. History of Opera (3; F odd)**

Two hours per week lecture; one hour laboratory for guided listening. Satisfies the speech-intensive requirement of the music department. This course is a survey that introduces students to opera and its musical styles and composers from 1600 to the present day. Offered alternate years.

**MUS 337. History of Music I (3; F)**

Three hours per week. Prerequisite: MUS 141. Required for all majors in the Department of Music. A survey of Western musical history from ancient music to 1750. Main trends, musical forms, and influential composers throughout these periods. Emphasis on listening to music for content and structure.

**MUS 338. History of Music II (3; S)**

Three hours per week. Prerequisite: MUS 337 required for most majors in the Department of Music. A survey of Western musical history from 1750 to the current period. Includes a survey of non-Western music of the world including music of the world's cultures.

**MUS 341. Counterpoint (3; S even)**

Three hours per week. Prerequisite: MUS 242. Study of melodic lines; expression of harmonies in a linear texture of two and three voices; analysis and practice in writing of contrapuntal compositions in late Baroque style.

**MUS 342. Analysis (3; S odd)**

Three hours per week. Prerequisite: MUS 242. Includes analysis of melody, harmony, form, tonal structure, color and texture, and of higher-order tonal relationships of the 18th through the 20th centuries.

**MUS 344. Acoustics and Recording Techniques (3; F odd)**

Three hours per week. Study of sound and hearing, acoustics, selection and use of microphones, mixers, amplifiers and monitors, and signal processing, with studio and live applications.

**MUS 346. Jazz Theory and Improvisation II (3; S odd)**

Three hours per week. Prerequisite: 240. This course serves as a continuation of Jazz Theory and Improvisation I. It combines the elements of jazz theory and harmony with the building blocks of the

improvised solo. Involves additional modal and chord scale relationships, an extensive approach to the major and minor ii-V-I progression, the blues form, blues chord substitutions, harmonic applications of the melodic minor scale, advanced melodic structures, sectional forms, jazz repertoire, and jazz solo analysis. This course will combine a lecture/practicum format with reading and written assignments.

**MUS 353. Orchestral Literature (2; F even)**

Exploration of literature for orchestra.

**MUS 354. Band Literature (2; F odd)** Three hours per week. Offered on an alternating basis. Exploration of literature for band.

**MUS 361. Methods of Teaching Music in the Elementary School (3; S even)**

Three hours per week. For music education majors only. A survey of the philosophy, methods, and materials of elementary school music education with an emphasis on Orff and Kodaly methods, including mainstreaming and classroom management. Pre-practicum experience in teaching music to school children is provided.

**MUS 363WI. Methods of Teaching Music in the Secondary School (3; F even)**

Three hours per week. For music education majors only. Organization, administration, and training of performance organizations. Philosophy and methods of other music classes. Course includes mainstreaming, classroom management, rubrics for music instruction, and pre-practicum experience in teaching music at the middle and secondary school level. Satisfies the writing-intensive requirement of the music division.

**MUS 371. Choral Literature and Arranging (3; F even)**

Three hours per week. Prerequisite: MUS 241. Exploration and arrangement of choral literature for vocal ensembles of various sizes, ages, and levels.

**MUS 376. Guitar Methods (1; F even)**

Two hours per week. Offered alternate years. Class instruction for students majoring in music education on how to teach guitar to beginning and intermediate level students, with practical teaching experience.

**MUS 377. Woodwind Methods (1; S odd)**

Two hours per week. Offered alternate years. Class instruction for students majoring in music education on how to teach flute and double reeds to beginning and intermediate level students, with practical teaching experience.

**MUS 378. String Methods (1; F odd)**

Two hours per week. Offered alternate years. Elementary class instruction in string instruments. Designed for students majoring in music education on how to teach strings to beginning and intermediate level students, with practical teaching experience.

**MUS 379. Clarinet & Saxophone Methods (1; S even)**

Two hours per week. Offered alternate years. Class instruction for students majoring in music education on how to teach clarinet and saxophone to beginning and intermediate level students, with practical teaching experience.

**MUS 380. Choral Methods (2; S odd)**

Three hours per week. Prerequisite: MUS 213 or proficiency. Required of all students majoring in music education. A survey of concepts used in the teaching of singing, particularly as they relate to teaching



choral music in the schools. Topics covered include the physiology of the singing voice, classification of voices, choral pedagogy, and administration of the successful choral program in educational, religious, and civic settings.

**MUS 381. Applied Pedagogy (2)**

Two hours per week. MUS 381 is required for all students with a major in musical performance or music education. Methods of teaching, lists of teaching materials, study of special problems, and experience in teaching beginners to sing or play an instrument. Consult the Music Division Handbook for schedule of course rotation.

**MUS 382. Conducting I (3; F)**

Three hours per week. Explores principles of conducting ensembles: including the development of technique necessary to communicating basic patterns; asymmetrical and multi- meters; preparatory gestures, cues, fermatas, and releases; dynamics and articulation; and tempi.

**MUS 385. Brass Methods (1; S odd)**

Two hours per week. Offered alternate years. Class instruction for students majoring in music education on how to teach brass instruments to beginning and intermediate level students, with practical teaching experience.

**MUS 386. Percussion Methods (1; F even)**

Two hours per week. Offered alternate years. Class instruction for students majoring in music education on how to teach the percussion instruments to beginning and intermediate level students, with practical teaching experience.

**MUS 400. Senior Recital (0)**

Co-requisite: MUS 402 or MUS 404. Full recital for students majoring in performance and a half recital for others. Usually given during the final semester of applied study.

**MUS 401. Senior Showcase (0)**

The capstone project of a BFA Music Theatre major. The student prepares and performs a 50-minute solo performance. Demonstration of proficiency in singing, incorporating acting and movement, is required. Repertoire requirements may be found in the Vocal Studies Handbook.

**MUS 432. Classic & Romantic Music (3; F odd)**

Three hours per week. Prerequisite: MUS 338. Offered alternate years. A study of Western music from 1750 to Debussy.

**MUS 434SI. American and World Music (3; S)**

Three hours per week. Prerequisite: MUS 241. A survey of selected repertory from American and other world cultures, including major historical trends, aesthetic and stylistic developments, and significant figures. This course fulfills the speech-intensive requirement of the Music Department.

**MUS 436SI. Jazz History (3; F odd)**

Three hours per week lecture. The purpose of this course is to examine the musical development of jazz as well as the important elements which comprise the individual styles of Jazz. The class will focus on the important musicians and literature of each era. Attention will also be brought to social aspects of the times as it directly relates to the development of jazz history. This course fulfills the speech-intensive requirement of the Music Department.

**MUS 441. Advanced Jazz Theory Improvisation (3; F odd)**

Three hours per week. Prerequisite: MUS 346. Combines jazz theory and harmony with the improvised solo. Will combine a lecture / practicum format with reading and written assignments. Offered alternate years.

**MUS 444. Commercial Arranging (3; F even)**

Three hours per week. Prerequisite: MUS 112, 241, 320, 320L, and 344. The study of arranging and orchestration techniques for acoustic and electronic instruments, including ranges and timbre characteristics. Students will create arrangements for ensembles varying in size and scope in a variety of genres. An ensemble of live instrumentalists will perform final projects.

**MUS 445. Commercial Production (2; S odd)**

Two hours per week. Prerequisite: MUS 112, 241, 320, 320L, and 344. A cumulative application of musical skills and theory while working in a cooperative environment. Students will complete an audio or multimedia production in alignment with professional musical goals.

**MUS 450. Film Scoring (3; F even)**

Three hours per week. Co-requisite: MUS 444 or MUS 451, or consent of the instructor. Study of techniques and technology used in film scoring.

**MUS 451. Orchestration (3; F odd)**

Three hours per week. Prerequisite: MUS 242. Offered alternate years. Study of the ranges, colors, and techniques of the families of orchestral instruments. Scoring for homogeneous and mixed ensembles; scoring of simple materials for full orchestra and band. Score reading.

**MUS 452. Fugal Technique (3; F even)**

Three hours per week. Prerequisite: MUS 242 or consent of the instructor. Study and writing of double counterpoint, canons, and fugues in three and four voices.

**MUS 453. Topics in Electronic Music (3; S odd)**

Three hours per week. Prerequisite: MUS 241 or consent of the instructor. Study of forms of synthesis and techniques used in computer-based composition. Topics will rotate. Course may be repeated for credit.

**MUS 456. Reading & Transposition (2; S even)**

Two hours per week. Prerequisite: MUS 242 or permission of instructor. Offered alternate years. Advanced sight-reading, sight-transposition, score reading and accompanying.

**MUS 461. Measurement, Evaluation, & Assessment in Music Education (3; F even)**

Three hours per week. Prerequisite: MUS 361; co-requisite: MUS 363WI. Basic concepts underlying the design, construction, administration, and interpretation of music tests. Consideration of the relationship between the use of assessment tools and instructional planning, and assessment and evaluation of individual students and music instruction. Use of standardized, informal, alternative, group, and individual tests.

**MUS 462. Music Education Internship (9)**

Prerequisites: A 2.0 GPA in the teaching field and in the total program, appropriate methods and materials courses, and successful completion of appropriate Florida Teacher Certification Exams. Available the fall or spring semester of the senior year. This course satisfies the University Experiential Learning requirement.

**MUS 464. Music for Elementary Teachers (2; S even)**

Three hours per week. For elementary education majors. May be taken for graduate credit. Does not fulfill requirements for degrees in the Department of Music. Philosophy of music in the elementary schools. Survey of methods and literature. Includes the discussion and activity approach to singing, rhythm, movements, creativity, listening, and to the melody, harmony, and rhythm instruments.

**MUS 476. Special Topics in Music (var. 1-6; 3, F)**

May be repeated for credit with topic changes. Selected topics of student interest and musical significance.

**MUS 482. Band Conducting (2; S even)**

Three hours per week plus ensemble rehearsal time. Prerequisite: MUS 382. Includes the study and practice of baton techniques, transposition, score reading, and advanced conducting problems in Band. Students are required to enroll in MUS 422 and serve as an assistant conductor.

**MUS 483. Choral Conducting (2; S even)**

Three hours per week plus ensemble rehearsal time. Prerequisite: MUS 382. Includes the study and practice of baton techniques, transposition, score reading, and advanced conducting problems in Men's or Women's Chorus. Students are required to enroll in MUS 420 or 421 and serve as an assistant conductor.

**MUS 484. Orchestral Conducting (2; S even)**

Three hours per week plus ensemble rehearsal time. Prerequisite: MUS 382. Includes the study and practice of baton techniques, transposition, score reading, and advanced conducting problems in Orchestra. Students are required to enroll in MUS 427 and serve as an assistant conductor.

**MUS 485. Solo Literature Seminar I (2)**

Two hours per week. Prerequisite: MUS 232. MUS 485 is required for all BM students with a major in performance and performance option in voice, piano, organ or instrumental performance. Covers the basic repertoire from early historical periods to contemporary music, with emphasis on stylistic and technical problems. Consult the Music Division Handbook for schedule of course rotation.

**MUS 486. Solo Literature Seminar II (2; S)**

Two hours per week. Prerequisite: MUS 485. MUS 486 is required for all BM students with a major in performance and performance option in piano performance. Covers the basic repertoire from the Romantic period to contemporary music, with emphasis on style and performance practices.

**MUS 490. Music Business Internship (max. 6)**

The internship must be approved by the Department of Music chair and the deans of the Colleges of Fine Arts and Business Administration. Application forms are available from the Department of Music office or the music-business faculty advisor. The student must secure a faculty sponsor and a sponsoring agency and the forms should be completed and filed in the Department of Music office no later than one month before the semester during which the internship is to be done.

**Applied Music Courses****MUS 102. Applied Elective – Non-major (2)**

One hour lesson per week; minimum of 10 hours practice per week. Consent of department. May be repeated for credit. These courses do not count toward a major or minor in music.

**MUS 105. Applied Elective – Non-major (1)**

One-half hour lesson per week; minimum of 5 hours practice per week. Consent of department. May be repeated for credit. These courses do not count toward a major or minor in music.

**MUS 302. Applied Elective – Non-major (2)**

One hour lesson per week; minimum of 10 hours practice per week. Prerequisite: Successful completion of four semesters of MUS 105 or MUS 102, or consent of department. May be repeated for credit. These courses do not count toward a major or minor in music.

**MUS 305. Applied Elective – Non-major (1)**

One-half hour lesson per week; minimum of 5 hours practice per week. Prerequisite: Successful completion of four semesters of MUS 105 or MUS 102, or consent of department. May be repeated for credit. These courses do not count toward a major or minor in music.

---

**Principal Applied Music Courses****Major or Minor in Music****MUS 202. Principal Applied (2)**

One hour lesson per week; minimum of 10-12 hours practice per week. Admission by audition only. Includes co-requisite enrollment in MUS 100 and MUS 208 Lab. May be repeated for credit.

**MUS 203. Principal Applied (3)**

One and one-half hours lesson per week; minimum of 10-12 hours practice per week. Admission by audition only. Includes co-requisite enrollment in MUS 100 and MUS 208 Lab. May be repeated for credit.

**MUS 402. Principal Applied (2)**

One hour lesson per week; minimum of 10-20 hours practice per week. Prerequisite: Successful completion of MUS 200, Sophomore Qualifying Examination. Includes co-requisite enrollment in MUS 100 and MUS 408 Lab. May be repeated for credit.

**MUS 404. Principal Applied (3)**

One and one-half hours lesson per week; minimum of 10-20 hours practice per week. Prerequisite: Successful completion of MUS 200, Sophomore Qualifying Examination. Includes co-requisite enrollment in MUS 100 and MUS 408 Lab. May be repeated for credit.

---

**Secondary Applied Music Courses****Major or Minor in Music****MUS 205. Secondary Applied (1; F/S)**

One-half hour lesson per week; minimum of 5 hours practice per week. Co-requisite enrollment in MUS 100 and MUS 208 Lab required. May be repeated for credit.

**MUS 405. Secondary Applied (1; F/S)**

One-half hour lesson per week; minimum of 5 hours practice per week. Co-requisite enrollment in MUS 100 and MUS 408 Lab required. May be repeated for credit.

**Ensembles**

**Open to all students by audition or permission of the instructor.**

**MUS 220-420. Men's Chorus (0-1; F/S)**

Three hours per week. No audition required. May be repeated for credit.

**MUS 221-421. Women's Showchoir (0-1; F/S)**

Three hours per week. No audition required. May be repeated for credit.

**MUS 222-422. Wind Ensemble (0-1; F/S)**

Five hours per week. Open to woodwind, brass and percussion students by audition only. May be repeated for credit.

**MUS 223-423. JU Athletic Band (0-1; F/S)**

Six hours per week, plus performances as announced. Prerequisite: permission of instructor. Open to all students who have had previous experience with an instrument suitable to the athletic band. May be repeated for credit.

**MUS 227-427. University Orchestra (0-1; F/S)**

Five hours per week. Audition only. May be repeated for credit.

**MUS 228-428. University Singers (0-1; F/S)**

Four hours per week. Audition only. May be repeated for credit.

**MUS 229-429. Jazz Orchestra (0-1; F/S)**

Three hours per week. Audition only. May be repeated for credit.

**MUS 237-437. Choral Union (0-1; F/S)**

Three hours per week. A mixed chorus open to all students without audition. May be repeated for credit.

**MUS 322. Service Learning Performance Ensemble (3); F/S)**

Three hours per week. Audition required for students outside the College of Fine Arts. May be repeated for credit.

**MUS 327. Music Ensembles (0-1; F/S)**

One to three hours per week. Consent of instructor. Ensembles are open to all students by audition or permission of the instructor. Small ensembles such as brass quintet, guitar ensemble, jazz combo, African/Latin hand drumming, drum line, percussion ensemble, string quartet, and woodwind quintet. May be repeated for credit.

**Naval Science Courses**

**NS 100. Naval Science Laboratory (.5; F/S)**

NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

**NS 101. Introduction to Naval Science (2; F)**

A general introduction to the USN and USMC that emphasizes organizational structure, warfare components and assigned roles/missions of USN/USMC; covers all aspects of Naval Service from its relative position within DoD to the specific warfare communities/career paths; and includes basic elements of leadership and Navy Core Values. The course will provide students with initial exposure to

many elements of Naval culture and provides conceptual framework/working vocabulary for student to use on summer cruise.

**NS 102. Seapower & Maritime Affairs (2; S)**

A study of the U.S. Navy and the influence of sea power upon history that incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition; deals with issues of national imperatives in peacetime, as well as war, varying maritime philosophies that were interpreted into Naval strategies/doctrines, budgetary concerns which shaped force realities, and the pursuit of American diplomatic objectives; and concludes with a discussion of the Navy's strategic and structural changes at the end of the Cold War and its new focus, mission and strategy in the post September 11, 2001 world.

**NS 200. Naval Science Laboratory (.5; F/S)**

NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

**NS 201. Naval Ships Systems I (Combat Systems) (3; F)**

(Not required for Nurse and Marine Corps Options.) The course outlines the theory and employment of weapons systems. Students explore the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types are discussed, including capabilities and limitations. The physical aspects of radar and underwater sound are described. Facets of command, control, communications, computers, and intelligence are explored as a means of weapons system integration. The tactical and strategic significance of command and control warfare and information warfare is discussed. This course is supplemented with review/ analysis of case studies involving the moral and ethical responsibilities of leaders in the employment of weapons.

**NS 202. Naval Ships Systems II (Engineering) (3; S)**

(Not required for Nurse and Marine Corps Options.) Students learn detailed ship design, hydrodynamic forces, stability, propulsion, electrical theory and distribution, hydraulic theory and ship control, and damage control. The course includes basic concepts of theory/design of steam, gas turbine, diesel, and nuclear propulsion. Case studies on leadership/ethical issues in the engineering arena are also covered.

**NS 300. Naval Science Laboratory (.5; F/S)**

NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

**NS 301. Navigation & Naval Operations I (3; S)**

(Not required for Nurse and Marine Corps Options.) In-depth study of the theory, principles, procedures, and application of plotting, piloting, and electronic navigation, as well as an introduction to maneuvering boards. Students learn piloting techniques, the use of charts, the use of visual and electronic aids, and the theory of operation of both magnetic and gyrocompasses. Students develop practical skills in plotting and electronic navigation. Other topics include tides, currents, effects of wind/weather, voyage planning, and an application and introduction to the international/inland rules of navigation. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

**NS 302. Navigation & Naval Operations II (3; F)**

(Not required for Nurse and Marine Corps Options.) A continued study of relative motion, formation tactics, and ship employment. Introductions to Naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, afloat communications, Naval command and control, Naval warfare areas, and joint warfare are also included. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

**NS 310. Evolution of Warfare (Marine Corps Option) (3; S)**

(Required for Marine Option and MECEP students; optional for Navy students.) Students trace the development of warfare to the present day. This course is designed to cover the causes of continuity and change in the means and methods of warfare. It addresses the influence of political, economic, and societal factors on the conduct of war, with significant attention focused on the role of technological innovation in changing the battlefield. Students will explore the contribution of preeminent military theorists and battlefield commanders to our modern understanding of the art and science of war.

**NS 313. Navigation Laboratory (1; S)**

Co-requisite: NS 301. Practical application, in the laboratory and on field trips, of the scientific and mathematical principles presented in class, including piloting, celestial navigation, and ship maneuvering problems utilizing relative motion concepts as applied to the maneuvering board.

**NS 314. Navigation Laboratory (1; F)**

Co-requisite: NS 302. Practical application, in the laboratory and on field trips, of the scientific and mathematical principles presented in class, including piloting, celestial navigation, and ship maneuvering problems utilizing relative motion concepts as applied to the maneuvering board.

**NS 400. Naval Science Laboratory (.5; F/S)**

NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

**NS 401. Leadership & Management (3; F)**

(Course may be taken in junior year. PNS may waive course for Nurse Corps Option only if a similar course is taught in the nursing school and approved by the Dean of the School of Nursing) The course introduces the student to many of the fundamental concepts of leading Sailors and Marines, which shall be expanded upon during the continuum of leadership development throughout NROTC; develops the elements of leadership vital to the effectiveness of Navy/Marine Corps officers by reviewing the theories and parameters of leadership and management within and outside of the Naval Service and progressing through values development, interpersonal skills, management skills, and application theory. Practical applications are explored through the use of experiential exercises, readings, case studies, and laboratory discussions.

**NS 402. Leadership & Ethics (3; F/S)**

The course completes the final preparations of Ensigns and 2nd Lieutenants for service in the Fleet and Marine Corps. The course integrates an intellectual exploration of Western moral traditions and ethical philosophy with a variety of topics, such as military leadership, core values, and professional ethics; the UCMJ and Navy regulations; and discussions relating to the roles of enlisted members, junior and senior officers, command relationships, and the conduct of warfare. The course provides midshipmen with a

foundation of moral traditions, combined with a discussion of actual current and historical events in the United States Navy and Marine Corps, to prepare them for the role and responsibilities of leadership in the Naval Service of the 21st century.

#### **NS 410. Fundamentals of Manuver Warfare (3; F)**

(Required for Marine Option and MECEP students; optional for Navy students.) Students learn the fundamental terms, concepts, and theories of general warfare and amphibious warfare. These terms, concepts, and theories shall be applied through a historical analysis of amphibious operations, identifying the evolution of amphibious doctrine, tactics, and technology. Focuses on the evolution of the U.S. Marine Corps into a specialized amphibious force, with particular attention devoted to the structure and capabilities of the present day U.S. Marine Corps as a forward deployed and rapid deployment force and the development of Expeditionary Maneuver Warfare concepts.

---

#### **Nursing Courses**

**\*Students must be accepted into the Keigwin School of Nursing to take any NUR course, except NUR 112.**

#### **NUR 112. Introduction to Nursing (1; F)**

One semester hour credit. This elective course is taught by the Keigwin School of Nursing faculty for students considering a major in nursing. The course provides both historical and current perspectives of American nursing. Discussion will begin with the historical evolution of the nursing profession in the United States. Topics to be addressed include nursing education, roles in nursing, and the future of nursing in the 21st-century. Students will have the unique opportunity to experience the health care environment.

#### **NUR 204. Foundations of Pharmacology (2; F/S)**

Two semester hours credit. Prerequisite: NUR 212. Co-requisite: NUR 226, NUR 220 & NUR 221. Concepts related to pharmacotherapeutics, pharmacokinetics, and pharmacodynamics are discussed as a basis for medication administration and evaluation of client response. Emphasis is placed on federal regulations, legal implications, and safe administration of medication administration. Nursing implications and nursing responsibilities related to administration of medications for pain relief, antibiotic therapy, and diabetes mellitus management will be discussed within the framework of the nursing process. This course requires mandatory lab hours.

#### **NUR 212SI. Foundations of Professional Nursing (3; F)**

Three semester hours credit. Prerequisites: Admission to nursing major and ENGL 103. Introduces the philosophy of the Keigwin School of Nursing. Emphasis is placed on core concepts foundational for professional nursing practice. Provides the opportunity to use beginning critical thinking skills as students explore professional values, health care delivery systems, nursing process, and the professional nursing role. Course assignments facilitate development of communication skills.

#### **NUR 220. Essentials of Professional Nursing (3; F/S)**

Three semester hours credit. Prerequisite: NUR 212; co-requisites: NUR 221 & NUR 226. Theories and concepts related to basic health needs and nursing care are presented within the framework of the nursing process. Focuses on the promotion, restoration, and maintenance of fundamental physiologic health issues. Beginning critical thinking skills are used to examine the delivery of basic nursing care to clients, with particular emphasis on the aging adult.

#### **NUR 221. Essentials of Professional Nursing Practice. (2; F/S)**

90 clinical hours. Two semester hours credit. Prerequisite: NUR 212; co-requisites: NUR 220 & NUR 226.



Provides the opportunity to apply concepts presented in NUR 220. Uses the nursing process framework to provide essential therapeutic nursing interventions to individuals, with emphasis on the aging adult. Students practice nursing procedures in the laboratory setting prior to clinical application in the clinical setting.

**NUR 226. Nursing Assessment (4; F)**

Four semester hours credit. Prerequisites: BIOL 215, BIOL 216, and CHEM 101 or CHEM 103. Concepts related to assessment of individual clients are presented. Emphasis is placed on review of body systems, physical examination techniques, and communication skills necessary to perform a nursing assessment of clients across the lifespan. Level of functioning and health risk data are analyzed and interpreted. Opportunities are provided to apply and practice skills presented in class. Additional lab hours may be required outside of class.

**NUR 306. A Conceptual Approach to Pathophysiology Part 1 (2)**

Two credit hours. Co-requisite NUR 314, NUR 313. Pathophysiological concepts are presented to complement course content discussed in NUR 314 Adult Health Theory Part 1. The student is expected to build upon the knowledge from nursing pre-requisite courses in anatomy, physiology, biology, microbiology, nutrition, and chemistry to synthesize assessment findings, and diagnostic interpretations linking to specific disease processes. Assignments challenge the student to critically analyze the pathophysiological process and the patient presentation across all systems of the body.

**NUR 308. Psychiatric/Mental Health and Pharmacology Nursing Theory (4)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

Four credit hours. Four class hours per week. Co-requisite: NUR 311. Theories and concepts related to human behavior and promotion, maintenance, and restoration of mental health of individuals and families are presented within the framework of the nursing process. Critical thinking, communication, self-awareness and therapeutic use of self are emphasized as students explore issues in psychiatric/mental health nursing and psychopharmacotherapeutic therapies. Legal and ethical dilemmas are addressed, especially in relation to acute psychopathology.

**NUR 311. Psychiatric/Mental Health Nursing Practice (2; F/S)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

90 clinical hours. Two semester hours credit. Co-requisite: NUR 308. Provides the opportunity to apply concepts presented in NUR 308. Self awareness and therapeutic communication are promoted through clinical assignments and faculty guidance. Emphasis is placed on professional nursing role and use of nursing process in care of clients with alterations in mental health in hospital and community settings.

**NUR 313. Adult Health Practice (2; F/S)**

90 clinical hours. Two semester hours credit. Co-requisite: NUR 314. Provides the opportunity to apply concepts presented in NUR 314. Nursing process is used to formulate plans of care for adult clients with common alterations. Emphasis is placed on using communication skills, organizing care, and implementing therapeutic nursing interventions in acute care settings.

**NUR 314. Adult Health and Pharmacology Nursing Theory I (4)**

Four credit hours. Four class hours per week. Co-requisite: NUR313. Concepts related to major alterations of health of individuals and their families are presented within the framework of the nursing process. Critical thinking is developed through interpretation and analysis of nursing diagnostic data and identification of therapeutic interventions including pharmacotherapeutic therapies. Management of adult clients with common alterations in health, and acute and chronic illness are emphasized.

**NUR 316WI. Nursing Research (3; F/S)**

Three semester hours credit. Admission to the Nursing major required and prerequisite: MATH 205. Examines the role of the professional nurse in the generation and utilization of research. Emphasizes the research process as applied to health care and clinical nursing practice. Assignments focus on critiquing current nursing research for applicability to clinical practice, developing a research focused integrated literature review and refining writing skills.

**NUR 316WI/H. Nursing Research – Honors (3; varies)**

Three semester hours credit. Prerequisite: MATH 205 and permission of nursing faculty. Examines the role of the professional nurse in the generation and utilization of research. Explores research as it relates to health care and clinical nursing practice. The basic research process is used to critique current research and develop a research proposal.

**NUR 321. Advanced Adult Health Practice (2; F/S)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

90 clinical hours. Two semester hours credit. Co-requisite: NUR 322. Provides the opportunity to apply the concepts presented in NUR 322. Evidenced-based interventions are used to provide care for adults with major body system dysfunctions, chronic illness, and rehabilitation needs. Communication and professional nursing roles are emphasized in the management of small groups of clients in acute care settings.

**NUR 322. Adult Health and Pharmacology Nursing Theory II (5)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

Five credit hours. Five class hours per week. Co-requisite: NUR 321. Concepts related to major alterations of health of individuals and their families are presented within the framework of the nursing process. Critical thinking is developed through interpretation and analysis of nursing diagnostic data and identification of therapeutic interventions including pharmacotherapeutic therapies. Management of adult clients with common alterations in health, and acute and chronic illness are emphasized.

**NUR 328. Child-Rearing Family Theory (3; F/S)**

Three semester hours credit. Co-requisite: NUR 345. Theories and concepts related to child-rearing families are presented. Focus is on family systems, growth and development, and major health alterations in children and adolescents. Therapeutic nursing interventions are explored within the context of evidence-based practice. Critical thinking is used to examine current issues in nursing care to deliver high quality and safe nursing care for children and their families.

**NUR 329. Child-Rearing Family Practice (2; F/S)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

90 clinical hours. Two semester hours credit. Co-requisite: NUR 328. Provides the opportunity to apply concepts presented in NUR 328. Nursing process is used to promote health and support adaptation of children, adolescents, and their families. Communication, assessment, and pharmacotherapeutic skills are emphasized. Focuses on clinical judgment in the implementation of therapeutic nursing interventions for pediatric clients in a variety of settings.

**NUR 336. Mental Health and Pharmacology Nursing Theory and Practice (4)**

Four semester hours credit. Theories and concepts related to human behavior and promotion, maintenance, and restoration of mental health of individuals and families are presented within the framework of the nursing process. Critical thinking, communication, self-awareness and therapeutic use of self are emphasized and applied as students explore issues in psychiatric/mental health nursing and

psychopharmacotherapeutic therapies. Legal and ethical dilemmas are addressed, especially in relation to acute psychopathology. Self-awareness and therapeutic communication are promoted through clinical assignments and faculty guidance. Importance is placed on the professional nursing role, and use of the nursing process in the care of clients with alterations in mental health in hospital and community settings.

**NUR 337. Celebrating Life: The Process of Death, Dying, & Grieving (3)**

Three semester hours credit. This course is designed to acquaint students with various facets of the process of death, dying, and grief throughout the life span. Ethical, cultural, and religious aspects are examined using a multidimensional approach.

**NUR 338. Mastery of Lifelong Learning Skills for Nursing (2)**

Three hours per week. Two semester hours credit includes laboratory component. Prerequisite: Permission of nursing faculty. An elective theory course which offers opportunity for personal and professional growth in skills that are required for successful academic and clinical performance in nursing. The course is based on the model for Lifelong Learning for Nursing and Self-Appraisal tool. Content includes beliefs and values, study and learning skills, test and performance skills, and life management skills. Process includes a variety of creative and nontraditional methods of self-discovery, esteem building and other personal growth skills that influence development of the student in nursing art as well as science.

**NUR 339. Global Health Promotion (3)**

Three semester hours credit. This course provides an introduction to the concepts and issues related to global health promotion. Special considerations will be given to infectious and communicable diseases, environmental issues, nutrition, and vulnerable populations. International health organizations and governmental policy will also be analyzed.

**NUR 340. Holistic Nursing (3)**

Three semester hours credit. Basic theories and concepts related to Holistic Nursing will be presented including evidence-based practice of complementary and alternative therapies. Emphasis is placed on a progressive and tolerant examination of diverse cultural and global integrative therapies. Examination of self as healer and development of healing environments will also be discussed.

**NUR 341. Re-entry in Nursing Theory & Practice (var. 1-5, non-degree)**

Prerequisite: Permission of Director of Undergraduate Programs. Required of all nursing majors who seek re-entry after a change in progression in the nursing program. The necessity of this course for any student seeking re-entry will be determined by the Director of the Undergraduate Programs. Course must be taken during the re-entry term required for program sequence. The workload and experiences required for this course will be at the discretion of the Director of the Undergraduate Programs, and may involve class and/or clinical instruction as prescribed by the Director.

**NUR 344. Palliative Care Strategies for the Professional Nurse (3)**

Three hours per week. Theories and strategies related to concepts of palliative care at the-end-of life are presented. The emphasis is on the nurse as a member of an interdisciplinary team and the need for attention to cultural factors influencing care at the end of life. There is currently a wide gap between the reality of end of life care, and the kind of care each would seek. This course is a guide to prepare nurses to be competent and compassionate professionals who can lead a transformation in care at the end of life.

**NUR 345. Nursing Care of the Child-Rearing Family Practice (1.5)**

67 clinical hours. One- and one-half semester hours credit. Co-requisite: NUR 328. Provides the opportunity to apply concepts presented in NUR 328. Nursing process is used to promote health and support adaptation of children, adolescents, and their families. Communication, assessment, and pharmacotherapeutic skills are emphasized. Focuses on clinical judgment in the implementation of therapeutic nursing interventions for pediatric clients in a variety of settings.

**NUR 347. Nursing Care of the Child-Bearing Family Practice (1.5)**

67 clinical hours. One- and one-half semester hours credit. Co-requisite: NUR 434. Provides the opportunity to apply concepts presented in NUR 434. Nursing process is used to promote health and adaptation of the childbearing family. Emphasis is placed on judicious decision making, effective communication, and therapeutic nursing interventions in support of the family experiencing the childbearing process in a variety of settings.

**NUR 352SI. Professional Nursing (3)**

Three semester hours credit. Prerequisite: Limited to RN-BSN students or by permission of the SON Dean. Professional nursing will be introduced through an exploration of concepts and issues that shape the development of the competent, caring, professional nurse. Emphasis will be placed on professional socialization via an exploration of historical events and nursing theories and frameworks that have shaped professional nursing practice. Engaged learning techniques will encourage students to explore elements of professional nursing, such as leadership, health and education technology, and clinical excellence through safe, effective practice.

**NUR 353. Information Management in Healthcare (3)**

Three semester hours credit. Prerequisite: Limited to RN-BSN students or by permission of the SON Dean. This course will cover the design, development, implementation, and support of computer-based information systems. With innovations in health care technology, unique opportunities and challenges for the end-user will be considered and carefully addressed. This course will provide students with a thorough understanding of confidentiality issues surrounding information management. Additionally, participants will gain an understanding of the impact information management systems have on the health care team, delivery of care, efficiency and productivity, patient safety, and health outcomes.

**NUR 354WI. Evidence-Based Nursing (3)**

Three semester hours credit. Prerequisite: MATH 205 or equivalent. Limited to RN-BSN students or by permission of the KSON Dean. This course focuses on the relationship between nursing theory, research, and practice. Examples of topics covered include the research process, research methods, data analysis, evaluation of evidence, protection of human subjects and patients, and the dissemination of nursing knowledge. Assignments are used to promote evidence-based nursing practice that will improve patient outcomes.

**NUR 355. Nursing Assessment for the Practicing Nurse (3)**

Three semester hours credit. Prerequisite: Limited to RN-BSN students or by permission of the SON Dean. This course provides the practicing nurse with theory and skills needed to successfully conduct a comprehensive health history and physical examination on clients throughout the lifespan. Special considerations regarding culture will be discussed. Health risk appraisals from modifiable (lifestyle) and non-modifiable (genetics, age, gender) origins will be examined.

**NUR 357. A Conceptual Approach to Assessment and Pathophysiology for the Practicing Nurse Part I**

Three credit hours. Prerequisite: Limited to RN-BSN students or by permission of the KSON Dean.

Pathophysiological concepts with associated assessment techniques and findings are presented. Review of normal anatomy and physiology is foundational and emphasized. The student is expected to build upon existing assessment skills to synthesize presenting signs and symptoms and diagnostic interpretations linking to specific disease processes. The concepts and systems presented include: the cell and cellular environment, genetics and genomics, stress and adaptation, pain, nutrition, the neurologic/cognitive system, and sleep. Assignments challenge the student to critically analyze the pathophysiological process and the patient presentation.

**NUR 362. Perspectives on Obesity: Etiology, Health Risks and Approaches to Weight Management (3)**

Three semester hours credit. Prerequisite: Permission of nursing faculty. Obesity is a major health problem affecting individuals of all ages and families. Various perspectives related to the etiology, treatment and management of obesity are explored. Multidisciplinary approaches in the prevention of obesity through self-evaluation of risk factors, nutrition, exercise and education are realized through portfolio development and engaged learning activities. Student presentations are focused on health problems associated with obesity, the impact of obesity on nursing care and health care resources and weight loss programs.

**NUR 378H. Nursing Research Seminar: Inquiry & Analysis of Specific Problems in Nursing (3)**

Three semester hours credit. Prerequisites: NUR 316W - Nursing Research, or NUR 316 WH - Nursing Research-Honors, or NUR 316W with 1.0 add-on Honors credit - Nursing Research; a GPA of 3.5 or greater in the nursing major; and permission of faculty. Students will be expected to participate in a two-hour seminar per week and engage in a minimum of 3 hours of independent research activities per week. The course focuses on the application of the research process in conducting research. Students will critically analyze and refine their literature review and proposed research methods including sampling procedures, data collection methods, and data analysis plan. Students are expected to achieve substantial progress in completing data collection and analysis phase of the research process and present a research report. Faculty will guide students through their research-based projects.

**NUR 402. Advanced Adult Health and Pharmacology (5)**

Five credit hours. Five class hours per week. Corequisite: NUR 403. Concepts related to major alterations of health of individuals and their families are presented within the framework of the nursing process. Critical thinking is developed through interpretation and analysis of nursing diagnostic data and identification of therapeutic interventions including pharmacotherapeutic therapies. Management of adult clients with common alterations in health, and acute and chronic illness are emphasized.

**NUR 403. Advanced Adult Health Practice (2)**

Two credit hours, 90 clinical hours. Co-requisite: NUR 402. Provides the opportunity to apply the concepts presented in NUR 402. Evidenced-based interventions are used to provide care for adults with major body system dysfunctions, chronic illness, and rehabilitation needs. Communication and professional nursing roles are emphasized in the management of patients in acute care settings.

**NUR 406. A Conceptual Approach to Pathophysiology Part 2 (2)**

Two credit hours. Pathophysiological concepts are presented to complement content discussed in NUR 322 Adult Health Theory Part 2. The student is expected to build upon the knowledge from pathophysiology part I and nursing pre-requisite courses in anatomy, physiology, biology, microbiology, nutrition, and chemistry to synthesize assessment findings, and diagnostic interpretations linking to specific disease processes. Assignments challenge the student to critically analyze the pathophysiological process and the patient presentation across all systems of the body.

**NUR 422WI. Nursing Leadership & Management (3; F/S)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

Three hours per week. Co-requisite: NUR 436SI. Theories and concepts related to leadership and management are discussed. Focuses on contemporary professional and societal issues that influence nursing in a continuously changing health care environment. Analyzes techniques of problem solving, conflict resolution, and delegation as related to clinical practice. Nursing care delivery systems are examined.

**NUR 423. Nursing Synthesis (5; F/S)**

Five semester hours credit. Two hundred twenty-five clinical hours. Prerequisite: All nursing and non-nursing courses are required. This course provides the opportunity to demonstrate achievement of program outcomes. Emphasis is placed on self-directed learning and evaluation in selected clinical areas under the supervision of nursing faculty and clinical nurse preceptors. This course satisfies the experiential learning requirement.

**NUR 424. Selected Topics in Nursing (var.)**

Variable hours. Prerequisite: Permission of nursing faculty. May be repeated for different topics. Focus may be on area relevant to the profession of nursing. Content will depend on student demand and faculty interest.

**NUR 428. Omega Strategies (2)**

Two semester hours credit. Theories and strategies related to concepts of care at the end of life are presented. The emphasis is on the nurse as a member of an interdisciplinary team and the need for attention to the cultural factors influencing care at the end of life. There is currently a wide gap between the reality of end of life care, and the kind of care each would seek. This course is a guide to prepare nurses to be competent and compassionate professionals who can lead a transformation in care at the end of life.

**NUR 433. Community Nursing Practice (1)**

67 clinical hours. One semester hour credit. Co-requisite: NUR 436SI. The nursing process is used to assess care for aggregates and communities in a variety of clinical settings with a focus on health promotion and disease prevention. The diverse role of the community health nurse in collaboration with interdisciplinary health care teams is emphasized.

**NUR 434. Nursing Care of the Child-Bearing Family Theory (3; F/S)**

Three semester hours credit. Co-requisite: NUR 347. Theories and concepts related to childbearing families are presented within the framework of the nursing process. Emphasis is on the professional nursing roles with the family experiencing pregnancy, delivery and neonatal care. Conditions related to the high-risk childbearing family are explored. Critically examines issues and controversies associated with the childbearing family.

**NUR 435. Nursing Care of the Child-Bearing Family Practice (2; F/S)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

90 clinical hours. Two semester hours credit. Co-requisite: NUR 434. Co-/prerequisite: NUR 454. Nursing process is used to promote health and adaptation of the childbearing family. Emphasis is placed on judicious decision making, effective communication, and therapeutic nursing interventions in support of the family experiencing the childbearing process in a variety of settings.

**NUR 436SI. Community Health Nursing Theory (2; F/S)**

Two semester hours credit. Co-requisite: NUR 437. Theories and concepts from nursing, liberal arts and

sciences and health are presented within the framework of the community health nursing process. Focus is on the professional nursing role in health promotion and disease prevention for individuals and populations. Explores the influence of culture and technology on health care practices. Critical thinking and collaborative communication are demonstrated through community assessment.

**NUR 437. Community Health Nursing Practice (2; F/S)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

90 clinical hours. Two semester hours credit. Co-requisite: NUR 436SI. The nursing process is used to assess care for aggregates and communities in a variety of clinical settings with a focus on health promotion and disease prevention. The diverse role of the community health nurse in collaboration with interdisciplinary health care teams is emphasized.

**NUR 438. Critical Care Nursing Theory (3; F/S)**

Three semester hours credit. Prerequisite: NUR 406; co-requisite: NUR 439. Theories and concepts related to acute, complex physiological health alterations are presented within the framework of the nursing process. Effective decision-making and communication are emphasized in the adaptation of clients to life-threatening and acute health alterations within a rapidly changing health care environment. Legal and ethical dilemmas are examined as students explore the professional nursing role in critical care.

**NUR 439. Critical Care Nursing Practice (2; F/S)**

135 clinical hours. Two semester hours credit. Co-requisite: NUR 422 and NUR 438. Provides opportunity to apply concepts presented in NUR 438. The nursing process is used to provide compassionate and effective care of clients with complex, life-threatening alterations in health. Emphasis on judicious decision-making is reflected in the interpretation and analysis of assessment findings and selection of appropriate therapeutic nursing interventions. Effective communication is used with clients, families and members of the health care team in critical care settings.

**NUR 442. Nursing Leadership and Transition to Practice (4)**

Four credit hours. Co-requisites: NUR 423, 438, NUR 439. This course examines leadership and management theories and concepts with a focus on contemporary professional and societal issues influencing a complex healthcare environment. Key issues encountered in the first year post-graduation and the reality of the transition from student to professional nurse is examined and discussed. The goal is to prepare new graduates for workplace expectations and provide practical tools to aid in this transition. Teamwork and collaboration, civility, problem-solving, communication, conflict management, documentation, prioritization, and delegation are the key generic concepts that will be researched, discussed, presented, and applied to simulation and electronic medication record situations focusing on the leadership role of the nurse.

**NUR 449. A Conceptual Approach to the Assessment & Pathophysiology for the Practicing Nurse Part II**

Four credit hours. Prerequisites: Successful completion of NUR 354 and NUR 357; limited to RN-BSN students or by permission of the KSON Dean. Pathophysiological concepts with associated assessment techniques and findings are presented. Review of normal anatomy and physiology is foundational and emphasized. The student is expected to build upon existing assessment skills to synthesize presenting signs and symptoms and diagnostic interpretations linking to specific disease processes with incorporation of concepts and systems presented in part I. The concepts and systems presented include: Inflammation and immunity, wound healing, Cardiovascular and pulmonary systems, Coagulation and hemostasis, the renal system, and edema. Assignments challenge the student to critically think through

a case study linking pathophysiological concepts to assessment findings and diagnostics in a comprehensive health history and physical examination.

**NUR 452WI. Nursing Leadership and Healthcare Policy (3)**

Three semester hours credit. Prerequisite: NUR 354WI Evidence-Based Nursing; Limited to RN-BSN students or by permission of the SON Dean. This course provides the practicing nurse with theory and concepts needed to successfully assume leadership and management positions in the healthcare environment. Special consideration will be given to the changing dynamics of the healthcare system. Concepts of quality and safety in healthcare will be explored. Legal and ethical issues in healthcare will also be examined.

**NUR 453. Community Focused Professional Nursing (4)**

Four semester hours credit. Prerequisite: NUR 354WI Evidence-Based Nursing; Limited to RN-BSN students or by permission of the SON Dean. This course introduces concepts of epidemiology, core public health values, levels of prevention, and theoretical and practical information for assessing, planning, implementing, and evaluating programs to preserve, promote, and protect the health of communities. The liberal arts and sciences provide the foundation for understanding community focused nursing processes and roles.

**NUR 454. A Conceptual Approach to Pathophysiology for Nurses (3)**

**Course only available to Nursing students admitted to a Nursing cohort program prior to Fall '18.**

Three semester hours credit. Pathophysiological concepts related to disease and common health problems are presented. Emphasis is placed on normal physiologic functioning and changes that occur with disease. Interrelationships among concepts are explored as well as local and systemic manifestations of common disorders. Students will critically analyze pathophysiological processes and related medical and nursing management for specific health problems of individuals across the lifespan.

**NUR 455. Advanced Acute Care Concepts (3)**

Three semester hours credit. Prerequisites: Successful completion of NUR 354 and NUR 357; pre or co-prerequisite: NUR 449; Limited to RN-BSN students or by permission of the SON Dean. Evidence-Based Nursing. Concepts related to acute and critical alterations of health of individuals requiring intensive care treatment will be covered within the framework of the nursing process. Students will critically analyze acute care concepts related to nursing management of specific health problems for individuals across the lifespan.

**NUR 456. Application of Professional Nursing Concepts (4)**

Four semester hours credit. Fifteen (15) clinical hours per week for eight weeks, for a total of 120 hours. Prerequisite: All courses required in the RN-BSN program; Limited to RN-BSN students or by permission of the SON Dean. In this clinical course students will apply the concepts and skills acquired in the BSN program to demonstrate growth as a competent, caring, professional nurse. The student will demonstrate scholarly inquiry, clinical excellence, leadership, and health and education technology through a professional project. A portfolio of activities completed in the RN-BSN program will be used to demonstrate meeting program outcomes. This course satisfies the experiential learning requirement.

**NUR 487/488. Independent Study (var.)**

**NUR 490. Nursing Internship (var. 0-3)**

**NUR 501. Advanced Health Assessment (3; F/S)**

Three hours per week theory. Prerequisite: Admission to the graduate nursing program or permission of



nursing faculty. The purpose of this course is to introduce students to concepts related to advanced nursing physical assessment of individuals and families. Emphasis is placed on gathering subjective and objective data to develop differential diagnosis for clients across the lifespan. Ethical and cultural factors are considered in developing plans of care. The student has an opportunity to apply the course concepts in clinical laboratory and through simulation.

**NUR 502. Advanced Pathophysiology (3; F/S)**

Three hours per week. Prerequisite: Admission to the graduate nursing program or permission of nursing faculty. Advanced theories and concepts of normal and abnormal pathophysiological responses of the body are presented. Pathological alterations in health at the cellular and systems level, across the lifespan, are emphasized. Focus is placed on theories, principles and current research of pathophysiology applicable to advanced nursing clinical practice. Students are expected to demonstrate the ability to integrate and synthesize knowledge through written assignments and engaged learning activities in classroom and online environments.

**NUR 503. Adult Health Promotion and Disease Management (3; F/S)**

Three hours per week theory/Six hours per week clinical application (88 hours). Prerequisite: NUR 501. The focus of the course is advanced nursing practice throughout the adult lifespan. Emphasis is on assessment, health promotion, diagnosis and management of acute and chronic adult and geriatric health issues. The course includes assessment and management of emergent conditions in this population. The student has an opportunity to apply the course concepts in clinical practice.

**NUR 504. Advanced Pharmacology (3; F/S)**

Three hours per week. Prerequisite: Admission to the graduate nursing program or permission of nursing faculty. Advanced pharmacological concepts related to actions, side effects and adverse reactions to medications are covered. Advanced nursing practice related to prescribing medications in clinical practice are covered. Legal and ethical responsibilities related to prescribing medications will be addressed.

**NUR 507. Emergency Nurse Practitioner I (3; Su)**

Three hours per week theory. Four hours per week clinical application (64 hours). Prerequisite: NUR 501, 502 and 504. Co-requisite NUR 503. The focus of this course is on the advanced practice nursing role in emergent and urgent care settings. Advanced nursing practice concepts related to diagnostic interpretation of clinical data and management of adult emergent conditions will be incorporated. Content includes but is not limited to interpretation of 12 lead electrocardiograms, radiographic images and laboratory data. The student has an opportunity to apply the course concepts in clinical practice.

**NUR 508. Advanced Pathophysiology for the Clinical Nurse Educator (3)**

Three hours per week. Advanced theories and concepts of normal and abnormal pathophysiological responses of the body are presented. Pathological alterations in health at the cellular and systems level, across the lifespan, are emphasized. Focus is placed on theories, principles and current research of pathophysiology applicable to the clinical nurse educator role. Students are expected to demonstrate the ability to integrate and synthesize knowledge through written assignments and engaged learning activities.

**NUR 509. Pediatric Health Promotion and Disease Management (3; F)**

Three hours per week theory. Five hours per week clinical application (88 hours). Prerequisites: NUR 501, 502, 503, and 504. The focus of the course is advanced nursing practice from birth to early adulthood. Emphasis is on assessment, health promotion, diagnosis and management of acute and

chronic pediatric health issues. The course includes assessment and management of emergent pediatric conditions. The student has an opportunity to apply the course concepts in clinical practice.

**NUR 510. Nursing Theory and Research I (3)**

Three semester hours credit. The purpose of this course is to develop a comprehensive knowledge about how nursing theories are formulated and their relationship to nursing research. Principles of theory development are applied toward critiquing theory from nursing and related fields. Students develop an integrated literature review and research framework on a topic of interest based on a critical examination of research literature and theories from nursing and related fields.

**NUR 512/PPOL 681. Organization, Delivery, and Policy in Healthcare (3)**

Cross listed with PPOL 681. Three semester hours credit. The purpose of this course is to discuss concepts related to healthcare organization and delivery both in the United States and abroad. A major focus of this course will be ecological and socioeconomic determinants of population-based health outcomes. The Nurse's role as an advocate for healthcare policy and educator on health promotion topics will be explored. Credit cannot be awarded for both NUR 512 and PPOL 681.

**NUR 513. Emergency Nurse Practitioner II (3; F)**

Three hours per week theory/four hours per week clinical application (64 hours). Prerequisites: NUR 501, 502, 503, and 504. Co-requisite: NUR 509. This course examines ethical and legal issues related to advanced nursing care. Advanced nursing practice concepts related to pediatric emergent assessment, diagnosis and care are presented. Content includes but is not limited to management of wound and musculoskeletal injuries. The student has an opportunity to apply the course concepts in clinical practice.

**NUR 514. Nursing Leadership and Advanced Roles (3)**

Three semester hours credit. The purpose of this course is professional role development related to leadership in advanced nursing practice. Major emphasis of the course will focus on effective communication as a member of an inter-professional team; strategies to promote change in the healthcare system; and leadership skills necessary to deliver high quality and culturally competent health care to positively affect patient outcome.

**NUR 515. Women's Health Promotion and Disease Management (3)**

Three hours per week theory/four hours per week clinical application (88 hours). Prerequisites: NUR 501, 502, and 504. Co-requisite: NUR 503. The focus of the course is advanced nursing practice in women's health. Emphasis is on pathophysiology, assessment, health promotion, diagnosis and management of acute and chronic women's health issues across the age span. This will include assessment of her role in the family and the community; cultural and spiritual beliefs and incorporation of this knowledge into a mutually acceptable plan of care. The course includes assessment and management of emergent conditions in women's health, both gynecological and obstetrical. The student has an opportunity to apply the course concepts in clinical practice.

**NUR 516. Information Systems and Technology for Improved Health Care (3)**

Three semester hours credit. This course is intended to provide insight and understanding in information and patient care technologies. It addresses four broad areas of information systems and technology. These include: 1) The use of patient care and other technologies to deliver and enhance care, 2) Communication technologies in organizations to integrate and coordinate care, 3) Issues of data management to analyze and improve patient outcomes, 4) Health information management for evidence-based care and health education of patients. The course recognizes that information system

technology is a dynamic entity in the healthcare system and an attitude of lifelong learning and adaptation is fostered.

**NUR 517. Mental Health and Crisis Intervention (3)**

Three hours per week theory. Two hours per week clinical application (16 hours). Prerequisites: NUR 501, 502, and 504. Co-requisite: NUR 503. The focus of the course is advanced nursing practice in mental health across the life span. Emphasis is on assessment, diagnosis, management and evaluation of mental health issues. Health Promotion, nurse-patient communication, ethical and cultural issues are explored. The course includes assessment, management and evaluation of emergent mental health care and crisis intervention. The student has an opportunity to apply the course concepts in clinical practice.

**NUR 520. Nursing Theory and Research II (3)**

Three semester hours credit. Prerequisite NUR 510 or NUR 652. The focus of the course is on the application of theory and research process in the design and implementation of a research-based project/thesis. Critical analysis of available literature and proposed research methods including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis plan are emphasized. Prepares students to use evidence-based practices in their specialized area of professional nursing and development a proposal for a research-based project/thesis by end of the semester.

**NUR 521. Pharmacology and Physical Assessment for the Clinical Nurse Educator (3)**

Three semester hours credit. This course will focus on concepts related to advanced pharmacology and physical assessment necessary to practice in an advanced nursing role with direct patient care.

**NUR 525. Measuring Educational Outcomes in Nursing (3)**

Three semester hours credit. Students will critique and analyze methods for measuring outcomes in nursing education. The student will learn strategies for evaluating the effectiveness of tests, written assignments, and performance in clinical practice.

**NUR 526. Engaged Learning (3)**

Three semester hours credit. Students will explore and analyze teaching strategies employed to engage the learner. Among the topics to be discussed include simulation in nursing education and the use of technology in the classroom and in clinical practice. Special attention will focus on creating learner-centered environments in nursing education and in clinical practice.

**NUR 530. Financial Management of Nursing Systems (3)**

Three semester hours credit. This course will focus on concepts related to financial management of patient care delivery. Topics include budgeting, staffing, forecasting and marketing and their impact on patient care decisions. Students will integrate knowledge and skills to design methods to manage financial resources and develop strategic plans in health care organizations.

**NUR 531. Human Resource Management in Health Care (3)**

Three semester hours credit. Students will critique and analyze various aspects of human resource management in health care facilities. Included in this analysis are managing employees (hiring, counseling and terminating), and the training of staff. Issues involved in compensation and benefits will be analyzed. Topics will include discussion of applicable labor laws and nursing licensure issues.

**NUR 532/PPOL 682. Nursing Leadership and the Healthcare System (3)**

Cross listed with PPOL 682. Three semester hours credit. Students will explore and analyze the role of the nurse leader as it relates to the healthcare system. Included in this analysis is the delivery of safe,

effective, and efficient patient care. Topics will include the healthcare environment, federal and state laws/regulations, and oversight of the magnet status journey. Credit cannot be awarded for both NUR 532 and PPOL 682.

**NUR 533. Quality and Safety in Healthcare (3)**

Three semester hours credit. Students will examine and analyze quality management and safety for system effectiveness to improve the outcomes of healthcare. Topics will include quality improvement efforts, research and ethical issues, basic safety design principles, and national patient safety resources.

**NUR 536. Nursing Topical Electives (3) (var.)**

Three hours per week. Variable. Taught or co-taught in the School of Education, Davis College of Business or School of Nursing. May be repeated for different topics In the semesters in which they are offered, topical electives will cover a variety of subject matter as deemed appropriate by the graduate faculty to augment the graduate curriculum in nursing.

**NUR 548. Curriculum Development in Nursing (3)**

Three semester hours credit. Prerequisite: Permission of nursing faculty. The course applies concepts basic to the educational process in Nursing Practice. Emphasis is on the science of teaching/learning that includes theories and characteristics of active learning, whole brain learning, and engaged learning. The art of teaching includes theories of curriculum design and process, creation of functional objectives and effective instructional methods. The technology of education includes implementation of clinical teaching, evaluation of educational resources and the measurement of educational outcomes.

**NUR 550. Research-Based Project/Thesis (3)**

Three semester hours credit. Prerequisites: Completion of NUR 510 and NUR 520. The course is Pass/Fail. Student will choose either a research-based project or thesis in their area of interest. The purpose of the research-based project/thesis is to operationalize theoretical principles in the investigation of a significant nursing problem within the graduate's specialty area of practice. Major emphasis of the course is to implement proposed research methodology, analyze and interpret data, and make recommendations for the development of evidence based nursing practice. The project/thesis facilitates in the integration of concepts and research principles learned throughout the educational experience.

**NUR 551. Advanced Role Practicum (3)**

Two hours per week theory/ Eighteen practicum hours per week for the *clinical nurse educator, leadership in healthcare systems and nursing informatics cognates*. Informatics students who wish to sit ANCC nursing informatics certification based on 200 clinical hours in a graduate program must earn 25 practicum hours per week to meet this exam criteria (3 credit hours). Prerequisite: All other coursework for the major must be completed. The purpose of the role practicum experience is to operationalize theoretical principles within the graduate's specialty area of practice. The role practicum focuses on the synthesis and integration of concepts learned throughout the educational experience. Content regarding professional role development, advanced practice roles and relationships, and regulatory requirements for advanced practice are included. Effective participation in multidisciplinary, partnership, and team relationships is an expected outcome. Professional advocacy, assertiveness, and leadership in the specialty role are necessary for successful completion.

**NUR 553. Advanced Role Practicum for the Nurse Practitioner (4)**

Two hours per week theory/ twenty-four hours per week *clinical application for the advanced nursing practice cognate*. Prerequisites: NUR 501, 502, 504, and 509 or 568 or 577. The purpose of the role

practicum experience is to operationalize theoretical principles within the graduate's specialty area of advanced practice nursing. The role practicum focuses on the synthesis and integration of concepts learned throughout the educational experience. Content regarding professional role development, advanced practice roles and relationships, and regulatory requirements for advanced practice are included. Effective participation in multidisciplinary, partnership, and team relationships is an expected outcome. Professional advocacy, assertiveness and leadership in the specialty role are necessary for successful completion.

**NUR 560. Research-Based Project/Thesis Continuous Enrollment (1)**

Prerequisite NUR 550. This course is Pass/Fail. May be repeated for credit. Students must enroll in NUR 560 each subsequent semester until the completion of the research-based project/thesis. Faculty will periodically review individual student's progress in meeting course goals and completing the project/thesis. Upon completion of the project/thesis, faculty will approve the final paper and arrange for final paper presentation sessions. Students are expected to complete all objectives for NUR 550 and finalize their projects for committee approval prior to their presentations.

**NUR 563. Adult Gerontology Acute Care I (3)**

Three hours per week theory/Eight hours per week clinical application(120 hours). The focus of the course is on advanced nursing practice and the management of young, adult and geriatric patients in the acute care setting. Emphasis is on assessment, health promotion, illness prevention, diagnosis and management of acute illnesses by systems. The student will apply the course concepts and use critical thinking and evidence based practice to explore and demonstrate advanced clinical reasoning in the role of the AGACNP in the clinical setting.

**NUR 564. Adult Gerontology Acute Care II (3)**

Three hours per week theory/Eight hours per week clinical application(120 hours) Prerequisite: NUR 563. The focus of the course is on advanced nursing practice and the management of young, adult and geriatric patients in the acute care setting. Emphasis is on assessment, development of differential diagnosis, development of management plans and health promotion for the patient with complex acute illnesses involving multiple body systems. The student will apply the course concepts and use critical thinking and evidence based practice to explore and demonstrate advanced clinical reasoning in the AGACNP role in the acute setting.

**NUR 565. Advanced Acute Care Pharmacology (1)**

One hour per week theory. Prerequisite: NUR 504. The focus of this course is advanced pharmacology in the acute care setting.

**NUR 566. Advanced Acute Care Clinical Skills (1)**

One hour per week theory. Prerequisite: NUR 501. The focus of this course is on advanced clinical skills for nurse practitioners in the acute care setting.

**NUR 567. Advanced Acute Care Discharge Planning and Health Promotion (1)**

One hour per week theory. The focus of this course is on discharge planning from acute care settings. The course will explore the role of the advanced practice nurse serving as a patient advocate and collaborating within systems to facilitate health promotion and the transition from acute care settings to community settings.

**NUR 568. Adult Gerontology Acute Care III (3)**

Three hours per week theory/Eight hours per week clinical application(120 hours). Prerequisite: NUR 564. The focus of the course is on advanced nursing practice and the management of acutely and

critically ill young, adult and geriatric patients in the acute setting. Emphasis is on assessment, development of differential diagnosis, and development of management plans and health promotion for the patient who is critically ill or needs emergent intervention within the acute setting. The student will apply course concepts and use critical thinking and evidence based practice to explore and demonstrate advanced clinical reasoning in the AGACNP role in the acute setting.

**NUR 572. Advanced Psychiatric Assessment and Diagnostics Across the Lifespan (3)**

Three hours per week theory/100 hours of clinical application per semester. Prerequisite: NUR 501. This course provides the psychiatric mental health nurse practitioner the foundations for mental health assessment of patients across the lifespan. Emphasis is on development of a holistic and culturally sensitive comprehensive evidence-based assessment process; the DSM 5 criteria provide guidance for the diagnostic process along with other authoritative resources. The mental status exam, psycho-social history-taking, laboratory data, genetic diagnostics, and screening tools are used to identify mental health problems.

**NUR 573. Psychopharmacological Management of Patients Across the Lifespan with Mental Health Disorders (3)**

Three hours of theory per week. Prerequisite: NUR 504. This course focuses on the psychopharmacological treatment of patients with mental health disorders across the lifespan. This course also includes pharmacogenomics and the impact of political, legal, economic, social, and technological forces on individuals and families.

**NUR 575. Individual Therapy Across the Lifespan (3)**

Three hours of theory and 80 hours of clinical. Prerequisites: NUR 572 and 573. This course focuses on the utilization of theoretical and conceptual models for treating major psychiatric disorders in diverse populations across the lifespan. A holistic approach is utilized for the assessment, planning, and implementation of evidence-based models of psychotherapeutic treatment. This course incorporates intervention, maintenance, and mental health promotion.

**NUR 577. Family and Group Therapy Across the Lifespan (3)**

Three hours of theory and 80 hours of clinical. Prerequisites: NUR 572 and 573. The course focuses on family and group psychotherapies targeting patients experiencing dysfunctional interpersonal patterns. Theoretical and conceptual models for assessing and treating dysfunctional patterns in individuals across the lifespan within families and groups will be emphasized to restore and maintain healthy interpersonal dynamics.

**NUR 580. Healthcare Informatics as a Profession (3)**

This course will review the science and practice of informatics involving the management of health information and integrating that with clinical technologies in order to improve the health of our communities. The student will also experience a broad examination of the core areas of informatics work including: creating and managing the development, design and implementation of communication and information technology, an evidence-based practice approach to informatics, research and education, system life cycle and project management.

**NUR 581. Law, Ethics and Public Issues in Healthcare Informatics (3)**

This course addresses the legal, ethical, and public issues in healthcare informatics. The course will provide knowledge and critical thinking tools for students needed to realize key issues in this area. This course examines regulatory informatics requirements as they apply to working with health care data

and information technology systems. Subjects such as privacy and security, fraud and abuse, confidentiality, the Joint Commission, disclosure, and compliance programs are also reviewed.

**NUR 582. Leadership in Informatics for Healthcare Organizations and Public Health Strategy (3)**

Three hours per week. Three (3) semester hours credit. This course includes the study of a leader in clinical informatics becoming a change agent in the process of clinical transformation with electronic medical records in a healthcare setting. Students will learn that this involves building a skill set to assess and plan continuous improvement in the way patient care is delivered at all levels in a care delivery organization. Additionally, students will learn, when in a leadership role, how to assist an organization in embracing a common goal of patient safety, clinical outcomes, and quality care through process redesign and IT implementation. Ultimately, students will be able to express the concept that by blending people, processes, and technology, clinical transformation can occur across facilities, departments, and communities.

**NUR 583. Data Analytics and Impact on Patient Care (3)**

Research has shown that formalizing processes of patient care, such as the building of patient care dashboards, can have a direct impact on patient outcomes. This has been shown in the acute care organization setting, physician's office, and public health arena. This course will review the role that healthcare informaticists play in collaborating in and designing clinical information systems and the direct impact on patient care quality and safety.

**NUR 600. Organizational Theory, Health Care Management and Finance (3)**

Three semester hours credit. The organization and financial structure of health care delivery systems will be examined. The course will emphasize theories and research as well as the principles of financial and organizational management for health care organizations. Students will be introduced to healthcare economics with a focus on the elements of practice management including concepts of cost, budgeting, reimbursement, marketing and productivity.

**NUR 601. FNP Practicum I (1)**

This practicum experience focuses on the synthesis of previous gained knowledge and skills in the provision of advanced practice nursing care to individuals, families and communities. Emphasis is placed on health promotion, disease prevention and clinical management and of clients with acute and chronic illness.

**NUR 602. Business of Healthcare (3)**

Three semester hours credit. This course is designed to expand student knowledge of the complexities of health care systems. Students will critically analyze the interdependencies of systems in a variety of health care organizations with an emphasis on the economic, fiscal, forecasting, marketing and human resource decisions that impact operations, both in the US and globally. Strategic management as a conduit for creating change within systems will also be analyzed.

**NUR 603. FNP Practicum II (1)**

This practicum continues to focus on the synthesis of previous gained knowledge and skills in the provision of advanced practice nursing care to individuals, families and communities. Continued emphasis is placed on health promotion, disease prevention and clinical management and of clients with acute and chronic illness.

**NUR 604. Academic Leadership in Nursing Education (3)**

This course is designed to analyze current issues in higher education. Students will review government policies and accreditation standards that impact colleges and universities, particularly as they influence

nursing educational programs. The administration of academic departments will be analyzed and future trends explored.

**NUR 605. FNP Practicum III (1)**

This practicum experience continues to focus on the synthesis of previous gained knowledge and skills in the provision of advanced practice nursing care to individuals, families and communities. Emphasis is placed on health promotion, disease prevention and clinical management and of clients with acute and chronic illness.

**NUR 607. FNP Practicum (3)**

Prerequisites: NUR 501, 502, 504, 503, 515, 509, and 517. This practicum experience focuses on the synthesis of previous gained knowledge and skills in the provision of advanced practice nursing care to individuals, families and communities. Emphasis is placed on health promotion, disease prevention and clinical management of clients with acute and chronic illness.

**NUR 610. Information Systems & Technology of Advanced Practice (3)**

Three semester hours credit. The current state of affairs in healthcare regarding information systems and technology affecting patients and nurses will be examined. Students will integrate knowledge and skills necessary to correctly utilize information systems and technology and to lead information systems and technology teams through transitions in order to improve and transform healthcare. Computerized programs and software relevant to advanced nursing practice will be explored.

**NUR 620. Advanced Diagnostic Reasoning and Treatment II (3)**

Three semester hours credit. Advanced diagnostic and treatment modalities used to solve highly complex clinical situations are explored. Students will refine their clinical judgment by advancing assessment skills, exploring advanced diagnostic test and evaluating treatments for complex disease processes.

**NUR 622. Quality Management to Improve Health Outcomes (3)**

Three semester hours credit. The purpose of this course is to examine quality management strategies in complex healthcare systems to improve health outcomes. Major emphases of the course will focus on national initiatives and public policy for quality and patient safety/risk management, the six QSEN (Quality and Safety Education for Nursing) competencies, and implementation strategies for transition to practice including case management and utilization review.

**NUR 630. Epidemiology and Biostatistics (3)**

Three semester hours credit. The study of epidemiology as a body of knowledge and a method for analyzing health problems of individuals and populations will be examined. The student will learn how the concepts of epidemiology are used to measure and describe the health of populations and the natural history of diseases. The study of biostatistics includes the application of statistical concepts and analytical methods to data encountered in biotechnology and biomedical sciences.

**NUR 640. Clinical Manifestations of Disease Processes and Emerging Therapies (3)**

Three semester hours credit. Physiologic adaptation to complex disease processes and emerging therapies will be examined. Students will utilize their existing knowledge of anatomy, physiology, chemistry, microbiology, pathophysiology, and pharmacology to explore the ever-changing science of genetics and genomics and the pathogenesis of a variety of diseases. Heavy emphasis is given to the process of obtaining evidence-based information to support clinical decision making in patient care scenarios.



**NUR 641. DNP Residency Hours (var. 1-4)**

One to four hours per week. Prerequisite: None. This course may be repeated for credit. Students may enroll in NUR 641 each semester while enrolled in 600-level DNP courses to earn practice/residency hour credit. Faculty will periodically review individual student's progress in meeting course goals and completing the DNP Project template.

**NUR 642. Leadership and Innovation (3)**

Three semester hours credit. This course offers an in depth analysis of factors that contribute to successful leadership. Students will critically analyze challenges of leading complex health care systems, including strategic planning and effective communication. Innovative leadership strategies will be explored with special emphasis on embracing change.

**NUR 652. Evidence Based Practice I (3)**

Three semester hours credit. The development of multidisciplinary theories and models relevant to advanced nursing practice, and the philosophical underpinnings and implications will be analyzed. Students will critically review the literature on a topic of interest and develop an integrated review. Students will examine the impact of translational research findings into practice at the individual, family, system and population level.

**NUR 660/PPOL 683. Ethics in Clinical Practice (3)**

Cross listed with PPOL 683. Three semester hours credit. Ethical theories and principles will be analyzed and applied to complex nursing issues. Students will examine professional values, moral obligations and sound ethical decision making to resolve dilemmas faced in advanced clinical nursing practice. Credit cannot be awarded for both NUR 660 and PPOL 683.

**NUR 670/PPOL 684. Leadership and Health Policy (3)**

Cross listed with PPOL 684. Three semester hours credit. Sociopolitical and economic trends affecting advanced clinical nursing practice and health care policy will be analyzed. Students will apply effective methods to improve health outcomes and quality of care with a special emphasis placed upon reducing health disparities in vulnerable populations. Various leadership theories, applicable to complex healthcare issues will be deconstructed. Credit cannot be awarded for both NUR 670 and PPOL 684.

**NUR 690. Evidence Based Practice II (3)**

Three semester hours credit. Prerequisite: NUR 652. Concepts necessary to analyze interdisciplinary research will be examined. Research methods, ethical considerations, data analysis, and the integration of findings are emphasized. Students will evaluate existing research, identify gaps in the literature and translate advances in knowledge into nursing practice.

**NUR 702. DNP Practice Project (var. 3-6)**

Students will synthesize existing literature from nursing and other disciplines into an evidenced based project designed to improve health outcomes in an area of specialized advanced nursing practice. Students will develop, implement and evaluate outcomes related to the project. Course may be taken repeatedly until the student completes their DNP project and is offered as pass/fail.

**NUR 703. DNP Residency (var. 1-5)**

Students will synthesize and integrate knowledge from doctoral coursework and apply concepts of advanced nursing practice skills in a variety of practice setting. Students will utilize leadership abilities and work with an interdisciplinary team to improve quality of care while addressing the multi-dimensional needs of clients/populations in advanced practice nursing care. Course may be taken repeatedly as needed and is offered as pass/fail.

**NUR 740. optional continuous enrollment Clinical Practice Project (1)**

Prerequisite: NUR 702. This course is Pass/Fail. May be repeated for credit. Students must enroll in NUR 740 each subsequent semester until the completion of the Clinical Practice Project. Faculty will periodically review individual student's progress in meeting course goals and completing the Clinical Practice Project. Upon completion of the Clinical Practice Project, faculty will approve the Clinical Practice Project for final paper presentation and dissemination. Students are expected to complete all objectives for NUR 702 and finalize their projects for committee approval prior to their presentation or dissemination.

**NUR 741. optional continuous enrollment for Clinical Residency (1)**

Prerequisite: NUR 703. This course is Pass/Fail. May be repeated for credit. Students must enroll in NUR 741 each subsequent semester until the completion of the clinical residency hours. Faculty will periodically review individual student's progress in meeting course goals and completing the residency. Upon completion of the residency, faculty will evaluate the clinical portfolio for final acceptance.

---

**Occupational Therapy Courses****OTD 580. Applied Functional Anatomy (5)**

Teaches the anatomy, structure and function of the human body pertaining to occupational performance utilizing a virtual 3D anatomy platform; a systems model approach including, but not limited to musculoskeletal, neurological, respiratory, cardiovascular, integumentary, urogenital and digestive systems.

**OTD 581. Applied Neuroscience for the Occupational Therapist (4; F)**

Teaches the structure and function of the human nervous system (neuroanatomy and neurophysiology); a neuroscience systems model approach including, but not limited to understanding of the somatosensory, motor, cognitive, and vestibular systems related to occupational performance across the lifespan. Includes rehabilitation management for neurologically-based health conditions commonly seen across the lifespan and how these conditions impact occupational performance.

**OTD 582. Functional Biomechanics and Kinesiology for the Occupational Therapist (3; F)**

Teaches the basis for understanding and evaluating human movement using biomechanical principles and analysis. This leverages the foundational structure and function knowledge gained from Applied Functional Anatomy focused toward the neuromusculoskeletal system related to occupational performance. Laboratory components provide competency in goniometric measurement and manual muscle testing.

**OTD 583. Pathophysiology – The Impact of Conditions on Occupational Performance (3; S)**

Provides symptomology, etiology, medical and rehabilitation management for health conditions commonly seen across the lifespan and how these conditions impact occupational performance.

**OTD 590. Introduction to Occupational and Rehabilitation Science Theory (3)**

Introduction to the profession of Occupational Therapy. Conceptualization evaluation and synthesis of existing models of practice, frames of reference, and theories in occupational therapy as part of the rehabilitation sciences; intro to activity analysis.

**OTD 601. Occupational Performance Assessment and Evaluation (3; F)**

Teaches the foundational concepts for the evaluation process in Occupational Therapy practice; use of standardized assessments, understanding of psychometric properties and measurement theory.

**OTD 602. Professional Reasoning and Communication in Occupational Therapy (3; F)**

Application of professional and reflective reasoning, documentation, communication (oral and written), and learning styles to support the therapeutic process, knowledge translation and professional development.

**OTD 620. Level I Fieldwork in Occupational Therapy (A) (1; S)**

Students synthesize knowledge and demonstrate professional skills and foundational competency of the occupational therapy process through guided observation and participation in clinical practice settings supervised by professionals; Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health or mental health settings). Prerequisite for Level II Fieldwork. 40 hr week.

**OTD 621. Level I Fieldwork in Occupational Therapy (B) (1; F)**

Students synthesize knowledge and demonstrate professional skills and foundational competency of the occupational therapy process through guided observation and participation in clinical practice settings supervised by professionals; Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings). This is a prerequisite for Level II Fieldwork. 40 hr week.

**OTD 622. Level I Fieldwork in Occupational Therapy (C) - Education Abroad option (1; S)**

Students synthesize knowledge and demonstrate professional skills and foundational competency of the occupational therapy process through guided observation and participation in clinical practice settings supervised by professionals; Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings). This is a prerequisite for Level II Fieldwork. 40 hr week.

**OTD 640. Principles of Rehabilitation Engineering & Assistive Technology in Occupational Therapy (3;S)**

This course teaches on the theory and science of assistive technology practice in occupational therapy; human factors and technology interface with contextual implications across the lifespan.

**OTD 641. Functional Cognition and Occupational Therapy (3; F)**

Provides understanding for the theoretical and neurological foundations (body function and structure) of cognition and perception related to functional and occupational performance. Students will use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat cognitive and perceptual-based problems related to occupational performance.

**OTD 650. Health Promotion, Wellness and Participation in Occupational Therapy (3; F)**

Students learn about enabling clients to maximize their capacity to participate in life activities that are important and meaningful to them, to promote overall health and wellness; leveraging the importance of habits and routines; self-management, risk/prevention for disability, impact of health literacy; for individuals, families and society.

**OTD 651. Pediatric Theory and Practice in Occupational Therapy (4; S)**

Students learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat pediatric-based problems related to occupational performance.

**OTD 652. Neurorehabilitation and Disability Science Theory and Practice in Occupational Therapy (4;S)**

Students learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat neurological and disability-based problems related to occupational performance.

**OTD 653. Mental Health Theory and Practice in Occupational Therapy (3)**

Students learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat psychosocial and mental health-based problems related to occupational performance; group dynamics, therapeutic use of self and self-management.

**OTD 654. Principles of Orthopedics in Occupational Therapy (2)**

Provides the foundational concepts for design, fabrication, application and fitting of orthoses used to enhance occupational performance and participation. Students will use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat upper extremity problems related to occupational performance; including the appropriate use of physical agent modalities.

**OTD 655. Geriatric Theory and Practice in Occupational Therapy (3; F)**

Students will learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat Adult/Older adult-based problems related to occupational performance.

**OTD 656. Occupational Rehabilitation and Ergonomics (3; F)**

Students will learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat work/vocational-based problems related to occupational performance with an emphasis on environmental assessment, ergonomics, occupational safety and health, industrial/occupational rehabilitation and ecological validity.

**OTD 660. Principles of Research in Occupational Therapy (3; S)**

An introduction to the research process in occupational and rehabilitation science; understanding and application of qualitative and quantitative methodologies, descriptive and inferential statistics, levels of evidence and research design.

**OTD 661. Evidence Based Practice and Translational Research in Occupational Therapy (3)**

Students will critically appraise occupational and rehabilitation science research; conduct systematic literature reviews and evaluate levels of evidence for informing best practice in occupational therapy.

**OTD 680. Guided Research I in Occupational Therapy (2; F)**

Students will integrate research knowledge for developing and designing a faculty-guided research project; Develop a problem and purpose statement with supporting research questions to be addressed; literature review and proposed methodology for engaging in scholarly research and plan for knowledge translation.

**OTD 681. Guided Research II in Occupational Therapy (2; S)**

Students engage in knowledge translation by discussing and disseminating their research findings; results, conclusions, impact on practice and direction for future research.

**OTD 701. Case-Based Learning I (2; F)**

This course utilizes standardized patient case simulation to integrate learned knowledge for further developing clinical reasoning skills and evaluate treatment alternatives for persons with occupational performance limitations across the lifespan.

**OTD 702. Case-Based Learning II (2; S)**

This course utilizes standardized patient case simulation to integrate learned knowledge for further developing clinical reasoning skills and evaluate treatment alternatives for persons with occupational performance limitations across the lifespan.

**OTD 750. Leadership and Management in Healthcare for the Occupational Therapist (3; S)**

This course introduces the student to principles of leadership, management and administrative processes relevant to occupational therapy practice.

**OTD 751. Interprofessional Seminar (1; S)**

Students engage in interprofessional collaborative competencies learning respect for the unique cultures, values roles and responsibilities of other health professionals; demonstrating professional communication for effective interprofessional teamwork.

**OTD 752. Program Development and Evaluation (2; S)**

Provides students with the foundation and principles for conducting a needs assessment for guiding their doctoral experiential component; program development models, forms of assessment and evaluation outcomes; dissemination, program/policy improvement.

**OTD 753. Principles of Teaching and Transformative Learning in Occupational Therapy (2; F)**

Provides the foundation of teaching and learning theories and methodologies; developing a teaching philosophy; pedagogy and andragogy.

**OTD 760. Level II Fieldwork in Occupational Therapy (A) (6; F)**

Students will engage in a 12-week clinical experience to develop practice competency as an entry-level occupational therapist. Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings).

**OTD 761. Level II Fieldwork in Occupational Therapy (B) (6; F)**

Students will engage in a 12-week clinical experience to develop practice competency as an entry-level occupational therapist. Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings).

**OTD 770. Elective – Advanced and Emerging Practice Skills (3; S)**

This course provides advanced experiential, clinical, & didactic educational experiences designed to complement the student's area of interest in a variety of practice and emerging practice areas (traditional and nontraditional).

**OTD 771. Professional Seminar in Occupational Therapy I (1)**

Students reflectively explore leadership topics supporting the advancement of the profession in areas such as research, emerging practice areas, teaching and learning, and advanced theory; integrating knowledge and experience from their Level II Fieldwork and to inform their professional development plan.

**OTD 772. Professional Seminar in Occupational Therapy II (1; F)**

Students reflectively explore leadership topics supporting the advancement of the profession in areas such as research, emerging practice areas, teaching and learning, and advanced theory; integrating knowledge and experience from their Level II Fieldwork and to inform their professional development plan.

**OTD 780. Comprehensive Exam for the Occupational Therapist (1; F)**

Students complete a competency exam demonstrating their readiness for entry level practice.

**OTD 790. Doctoral Residency (8; S)**

Students will independently engage in a mentored 16 week (640hr), in-depth professional experience in

one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development; to fit their professional development goals.

**OTD 791. Professional Development Seminar for the Occupational Therapist (2; S)**

Students will conduct a summative review and present their innovative experience to faculty, peers and future colleagues; evaluation of their Doctoral Experiential/Residency and demonstrate synthesis of advanced knowledge developed throughout the curriculum.

---

**Orthodontics Courses**

**ORTH 503. Clinical Orthodontics I (4; F)**

380 hours per semester. Clinical training in patient management procedures, treatment and techniques. Patients are treated in the clinical setting under strict supervision to prepare the student for private practice.

**ORTH 511. Evidence-Based Diagnostic Seminar I (2; F)**

75 hours per semester. Diagnostic and treatment planning seminar and journal club. Students develop formal presentations on cases being treated in the clinic and present their cases at conferences for faculty input.

**ORTH 512. Clinical Orthodontics II (4; S)**

380 hours per semester. Continuation of patient management procedures, treatment and techniques. Students continue to develop and hone their clinical skills under faculty supervision.

**ORTH 515. Introduction to Research (3)**

90 Hours per semester. The focus of this course is on basic principles of biomedical and clinical research. It includes the overview of major research components, such as the scientific method, research ethics, biostatistics, formulating a research question, study design, sampling, measurement and interpretation of data, and reliability and validity of results. This course will also include an introduction to writing skills.

**ORTH 516. Orthodontic Literature Review I (1)**

30 Hours. The residents will conduct a critical literature review, to develop or improve their ability to think critically and identify gaps in knowledge worthy of further study. Literature will be selected from major peer-reviewed journals and students will be asked to assess the quality of this evidence.

**ORTH 520. Evidence-Based Diagnostic Seminar II (2; S)**

120 hours per semester. Students continue to develop their differential diagnostic and treatment planning skills as well as participation in journal club.

**ORTH 522. Clinical Orthodontics III (4)**

381 hours per semester. Continuation of patient management procedures, treatment and techniques.

**ORTH 523. Evidence-Based Diagnostic Seminar III (2)**

75 hours per semester. Diagnostic and treatment planning seminar as well as journal club. Students start to present mid treatment progress of their cases in progress as detailed critique of both the diagnosis and clinical results are evaluated.

**ORTH 525. Principles of Research I (2)**

60 hours. The focus of this course is on the development of the student's thesis proposal. A comprehensive synthesis of the relevant literature is conducted by the student and a research proposal is developed. The student will be assigned a committee of advisors with one principal Mentor. The 525 Student's project advisors will evaluate the proposal to identify validity and viability of the topic chosen. The student will submit the thesis proposal to the IRB.

**ORTH 526. Orthodontic Literature Review II (1)**

30 hours. Students will be exposed to contemporary Orthodontic literature through class assignments and review of selected textbook chapters and scientific literature. Students will critically analyze readings in classroom discussions.

**ORTH 530. Philosophy and Biomechanics of Orthodontic Mechanotherapy I (3; F)**

90 hours per semester. Introduction to orthodontic terminology and theory. Typodont treatment is coordinated with wire bending exercises and applied biomechanics. Orthodontic biomaterials and instrumentation are also introduced.

**ORTH 531. Evaluation of the Orthodontic Patient (2; F)**

70 hours per semester. Records acquisition and the application of clinical data are integrated to facilitate developing discriminating diagnostic treatment planning skills. Governmental and University rules and regulations are emphasized and are integrated with essential risk management techniques in order to develop strong diagnostic and treatment planning skills.

**ORTH 532. Biomedical Core I (Developmental Growth and Anatomy) (1; F)**

30 hours per semester. Dentofacial growth and development are discussed in detail from embryology to skeletal maturation. Complimenting this area of study is a concentrated course in head and neck anatomy.

**ORTH 533. Philosophy of Biomechanics and Orthodontic Mechanotherapy II (1; S)**

90 hours per semester. Introduction to various orthodontic theories and the evolution of treatment mechanics, appliance design, and bracket prescription. Orthodontic and orthopedic force systems are studied through applied biomechanical and clinical principles.

**ORTH 534. Science and Research in Orthodontics I (2; S)**

90 hours per semester. Research project design, data acquisition, and statistical analysis, culminate in preparing an acceptable thesis and scientific presentation; both of which compliment the literature reviews held throughout the semester.

**ORTH 536. Biomedical Core II (1; S)**

20 hours per semester. In this seminar series, the basic sciences are discussed as they relate to clinical practice. Topics include histology and oral pathology.

**ORTH 537. Science and Research in Orthodontics II (2 )**

90 hours per semester. Research project design, data acquisition, and statistical analysis, culminate in preparing an acceptable thesis and scientific presentation; both of which compliment the literature reviews held throughout the semester.

**ORTH 538. Interdisciplinary Orthodontics I (1; S)**

30 hours per semester. Seminar series in diagnosing and managing patients with severe dentofacial deformities with a combination of orthodontics and orthognathic surgical intervention.

**ORTH 540. Introduction to Clinical Orthodontics I (3)**

250 Clinical hours. Training in patient management procedures, treatment and techniques. Patients are treated in the clinical setting under strict supervision to prepare the student for private practice. The purpose of this course is to give the students through the 1 year of Fellowship an introduction of the understanding of the clinical principles of orthodontic treatment and management of the orthodontic patient. The course is designed to integrate the knowledge of evidence based diagnosis and treatment planning with clinical management of simple assigned cases (minimum of 25 cases/per student) as well as proper patient's charts keeping, records keeping and efficient scheduling. The course will prepare the student to be competent in delivering clinical care to the orthodontic patient with simple problems list. The majority of the cases with need for limited or simple orthodontic correction are expected to be assigned and completed by the Fellows.

**ORTH 542. Introduction to Clinical Orthodontics II (3)**

250 Clinical hours. Continuation of clinical training in patient management procedures, treatment and techniques started in the Introduction to Clinical Orthodontics I course. The majority of the assigned cases should be in mid-treatment at this point and clinical competency as well as efficiency is expected to increase.

**ORTH 544. Introduction to Clinical Orthodontics III (2)**

150 Clinical hours. Continuation and termination of the clinical training in patient management procedures, treatment and techniques started in the Introduction to Clinical Orthodontics I and II courses. The majority of the assigned cases should be in the finishing stage at this point and clinical competency of the Fellows is evaluated through an oral exam and Faculty validation of clinical procedures.

**ORTH 545. Principles of Research II (1)**

30 hours. The focus of this course is on implementation of the student's thesis research project after obtaining IRB approval. Data collection and analysis will begin. Students will give oral presentations on the progress of the research project.

**ORTH 546. Orthodontic Literature Review III (1)**

30 hours. Continuation of the review of current literature. Students will be exposed to contemporary Orthodontic literature and they will be assigned recommended readings to be discussed and critically analyzed in the classroom.

**ORTH 550. Basic Evidence based Diagnosis and Treatment Planning I (2)**

64 hours. Students develop formal presentations on cases being treated in the clinic and present their cases at conferences for Faculty input. This course is an introduction to concepts of evidence based orthodontic diagnosis and treatment planning. The Fellows will start to be familiarized with contemporary literature (evidence) to incorporate in treatment planning exercises.

**ORTH 552. Basic Evidence Based Diagnosis and Treatment Planning II (2)**

64 hours. Continuation of formal presentations on cases being treated in the clinic started in the Basic Evidence Based Diagnosis and Treatment Planning I course. The Fellows are expected to show increased competency and consistency through their case presentations and active participation in class discussions with supporting evidence from contemporary orthodontic literature.

**ORTH 554. Basic Evidence Based Diagnosis and Treatment Planning III (1)**

32 hours. Continuation and termination of formal presentations on cases being treated in the clinic started in the Basic Evidence Based Diagnosis and Treatment Planning I and II courses. The Fellows are



now expected to show proficiency at presenting and discussing the diagnosis and treatment planning of orthodontic cases with simple problems list.

**ORTH 587. Special Topics in Orthodontics (1)**

32 hours. An extension of the B.E.B. Diagnosis & Treatment Planning seminars series.; this course is design to encourage the students to conduct critical and comprehensive review of the orthodontic literature to be presented, discussed and debated with peers and Faculty.

**ORTH 560. Introduction to Orthodontic Literature and Research I (1)**

32 hours. Series of classes with emphasis on improving the ability of critical review of scientific literature, understanding the basic concepts of biostatistics, and conceiving a testable research question for the future research project.

**ORTH 562. Introduction to Orthodontic Literature and Research II (1)**

32 hours. A continuation of the series of Journal Club sessions with deeper emphasis on critical thinking and supervision of research efforts.

**ORTH 564. Introduction to Orthodontic Literature and Research III (1)**

32 hours. A final series of Journal Club sessions with deeper emphasis on summary of literature regarding basic orthodontic issues. Finalization of the research project.

**ORTH 623. Special Topics in Orthodontic Practice Management I (1; F)**

30 hours per semester. This course will cover the aspects of the business administration of an orthodontic practice. Topics to be covered will include but are not limited to accounting for the professional practice, internal and external marketing techniques, human resources considerations, information technology, organizational behavior, investments and financial strategies, and other selected topics.

**ORTH 624. Special Topics in Orthodontic Practice Management II (1; S)**

30 hours per semester. The second semester of orthodontic practice management. Topics to be covered will include but are not limited to accounting for the professional practice, developing internal and external marketing plans, human resources considerations, information technology, organizational behavior, investments and financial strategies, and other selected topics.

**ORTH 625. Special Topics in Orthodontic Practice Management III (1)**

30 hours per semester. The second semester of orthodontic practice management. Topics to be covered will include but are not limited to accounting for the professional practice, developing internal and external marketing plans, human resources considerations, information technology, organizational behavior, investments and financial strategies, and other selected topics.

**ORTH 626. Clinical Orthodontics IV (4; F)**

382 hours per semester. Continuation of the clinical component of the program. Careful attention is paid to the nuances that distinguish one clinical situation from another.

**ORTH 632. Biomedical Core III (1; F)**

20 hours per semester. In this seminar series, the basic sciences related to orthodontic practice are discussed. Topics include pharmacology and physiology.

**ORTH 633. Evidence-Based Diagnostic Seminar IV (2; F)** 120 hours per semester. This seminar series demands that the students discriminate in their diagnostic thinking and case commentary.

**ORTH 634. Science and Research in Orthodontics III (2; F)**

50 hours per semester. Research project design, data acquisition, and statistical analysis, culminate in preparing an acceptable thesis and scientific presentation; both of which compliment the literature reviews held throughout the semester.

**ORTH 635. Science and Research in Orthodontics IV (2; S)**

50 hours per semester. Research project design, data acquisition, and statistical analysis, culminating in preparing an acceptable thesis and scientific presentation; all of which compliment the literature reviews held throughout the semester.

**ORTH 636. Clinical Orthodontics V (4; S)**

382 hours per semester. Continuation of patient management procedures, treatment and techniques. By this point the student is finishing a number of cases and the retentive phase of clinical practice is being emphasized. A critical review of the patient's results is undertaken.

**ORTH 637. Evidence-Based Diagnostic Seminar V (2; S)**

120 hours per semester. Diagnostic and treatment planning seminar. Greater emphasis is being placed on evaluating the finished cases with respect to the original diagnosis and treatment plan undertaken.

**ORTH 638. Interdisciplinary Orthodontics II (1; F)**

30 hours per semester. Seminar series devoted to interdisciplinary care between advanced restorative dentistry, periodontics, and orthodontics.

**ORTH 639. Interdisciplinary Orthodontics III (1; S)**

30 hours per semester. Seminar series devoted to interdisciplinary care of craniofacial anomalies. Topics include speech pathology, audiology, plastic surgery, ENT and dentistry.

**ORTH 640. Principles of Research III (1)**

30 hours. Continuation of the student's thesis research project. Students will give oral presentations to update peers and advisors on the research project progress and preliminary findings.

**ORTH 641. Orthodontic Literature Review IV (1)**

30 hours. Literature will be read and analyzed as recommended by the American Board of Orthodontics (ABO) in preparation for the ABO written exam. The students will be given assignments from classic articles and textbooks along with occasional quizzes to assess their progress in preparation for the written ABO exam. Classroom sessions will be conducted to follow the sequence of topics published by the ABO's updated reading list.

**ORTH 643. Clinical Orthodontics VI (4)**

380 hours per semester. Continuation of patient management procedures, treatment and techniques. Graduating students will transfer their patients to those residents completing their first year of education in order to facilitate continuity of care.

**ORTH 644. Evidence-Based Diagnostic Seminar VI (2)**

75 hours per semester. Greater emphasis is being placed on evaluating the finished case with respect to the original diagnosis and the treatment plan undertaken.

**ORTH 645. Science and Research V (2)**

50 hours per semester. Completion of the student's research project, preparation of journal article

based on the project, and preparation of a formal presentation of the research project is undertaken. The critical thinking and reasoning of each student project is evaluated and critiqued.

**ORTH 726. Clinical Orthodontics VII (4; F)**

375 hours per semester. Continuation of patient management procedures, treatment and techniques.

**ORTH 730. Principles of Research IV (1)**

30 hours. Continuation of the student's thesis research project. Students will provide advisors with survey of findings and project status. The project should be near conclusion and ready for write-up by the end of this semester. Students will organize the information and present a final outline to their advisors for approval.

**ORTH 731. Orthodontic Literature Review V – ABO preparation (1)**

30 hours. The course will complete the review of the Literature recommended by the American Board of Orthodontics (ABO) in preparation for the ABO written exam. The students will also be given reading assignments from contemporary journal articles.

**ORTH 733. Evidence-Based Diagnostic Seminar VII (2; F)**

75 hours per semester. Greater emphasis is being placed on evaluating the finished case with respect to the original diagnosis and the treatment plan undertaken.

**ORTH 736. Clinical Orthodontics VIII (4; S)**

375 hours per semester. Continuation of patient management procedures, treatment and techniques.

**ORTH 737. Evidence-Based Diagnostic Seminar VIII (2; S)**

75 hours per semester. Greater emphasis is being placed on evaluating the finished case with respect to the original diagnosis and the treatment plan undertaken.

**ORTH 740. Principles of Research V (3)**

90 hours. The focus of this course is on the conclusion and final presentation of the thesis research project. Analysis of data, interpretation and conclusion of the project will be prepared for dissemination. Thesis write-up is finalized and submitted to the student's advisory committee in preparation for oral defense.

**ORTH 743. Clinical Orthodontics IX (4)**

375 hours per semester. Continuation of patient management procedures, treatment and techniques.

**ORTH 744. Evidence-Based Diagnostic Seminar IX (2)**

75 hours per semester. Greater emphasis is being placed on evaluating the finished case with respect to the original diagnosis and the treatment plan undertaken.

**ORTH 746. Thesis Seminar (3)**

60 hours per semester. The student will prepare and then present an oral defense of the final thesis project to the advisory committee and orthodontics department. The student will present areas of future research stemming from the thesis results. The student will serve as a mentor to underclassmen in the area of research methodology and in the application of research evidence to clinical practice. A manuscript of the thesis results is submitted for publication in an appropriate peer-reviewed journal.

## Philosophy Courses

### **PHIL 101. Introduction to Philosophy (3)**

Three hours per week. An introduction to the discipline of philosophy. This course will cover a representative selection of texts and problems in the history of philosophy. The course will address the nature of philosophical inquiry and the methods it employs. Topics to be discussed include the foundations of ethics, the sources and limits of knowledge and historical approaches to metaphysical speculation.

### **PHIL 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

### **PHIL 212. Ethics (3; F)**

Three hours per week. A study of historical and/or contemporary philosophical theories about the best way to live. This course will address major philosophical positions regarding the nature of law, justice, rights, duty and morality.

### **PHIL 215/SUST 215. Environmental Ethics (3)**

Cross listed with SUST 215. Three hours per week. This course studies the ethical dimensions of the environmental impact of human activities such as development and the disposal of industrial wastes. It also will explore the ethical responsibilities of environmental scientists themselves. Credit cannot be awarded for both PHIL 215 and SUST 215.

### **PHIL 221. Philosophy of Art (3)**

Three hours per week. A study of both historical and contemporary philosophical theories about art, beauty, the criteria of aesthetic judgment. The course also will examine attempts to describe the nature of the creative process. Examples will be drawn from a variety of art forms.

### **PHIL 301. Ancient Philosophy (3)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. A study of the origin of philosophical and scientific thought in the Western world, including the pre-Socratic philosophers, Socrates, Plato, and Aristotle.

### **PHIL 303. Modern Philosophy (3)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. A study of the central philosophical ideas that underlie the emergence of modern scientific thinking in the 17th and 18th centuries. This course will cover figures such as Descartes, Spinoza, Leibniz, Hume and Kant.

### **PHIL 305/RELG 305. Philosophy of Religion (3)**

Cross listed with RELG 305. Three hours per week. Prerequisite: PHIL core or permission of instructor. A study of historical and/or contemporary philosophical theories regarding such topics as the existence and nature of God, the nature of our knowledge of God and the relationship between faith and reason. Credit cannot be awarded for both PHIL 305 and RELG 305.

**PHIL 310/RELG 310. East Asian Philosophy and Religion (3; F/S)**

Cross listed with RELG 310. Three hours per week. A survey of major figures, themes, and methods from East Asian philosophy, studied in relation to the development of the Confucian, Taoist, Shinto, and Buddhist traditions in China and Japan. Credit cannot be awarded for both PHIL 310 and RELG 310.

**PHIL 311. Political Philosophy (3)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. A study of the principal philosophical theories about the nature of political life. This course will address topics such as the concept of natural right, social contract theory, liberalism, communitarianism and the theories of distributive justice. Figures to be studied may include Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, Marx and Rawls.

**PHIL 330/MATH 330. Symbolic Logic (3)**

Cross listed with MATH 330. Three hours per week. A study of modern formal logic, including both sentential logic and predicate logic. This course will improve students' abilities to reason effectively. Includes a review of topics such as proof, validity and the structure of deductive reasoning. Credit cannot be awarded for both PHIL 330 and MATH 330.

**PHIL 331. Existentialism (3)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. A study of the major themes and concerns of contemporary existentialist thinkers such as Kierkegaard, Nietzsche and Sartre.

**PHIL 375. Selected Topics in Philosophy (3; max. 9)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. May be repeated for credit when topic has changed. A study of topics and/or authors not covered in the standard curriculum. Content will be announced in advance.

**PHIL 405. Nietzsche (3; F, S)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. This course explores the thoughts of Friedrich Nietzsche. Topics include Nietzsche's thoughts on tragedy, truth, morality, the death of God, the will to power, the eternal recurrence, and the overman. Various interpretations of Nietzsche will also be examined.

**PHIL 410. Phenomenology and Embodiment (3)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. This course will examine key figures, methods, and ideas from the phenomenological movement. Texts will be drawn from such thinkers as Edmund Husserl, Martin Heidegger, and Maurice Merleau-Ponty. Emphasis will be placed on investigating the role that the living body plays in structuring one's consciousness of a meaningful world.

**PHIL 412. Biomedical Ethics (3)**

Three hours per week. Prerequisite: PHIL core or permission of instructor. A study of ethical problems that arise in the context of medicine and the life sciences. The course will cover such topics as informed consent, paternalism, assisted suicide, abortion, genetic engineering and the allocation of scarce resources.

---

**Physics Courses****PHYS 100. Conceptual Physics (4)**

Six hours of integrated lecture/laboratory per week. An introduction to fundamental concepts in physics with emphasis on devices and applications. Topics include motion, energy, momentum, matter and

waves as applied to one or more of the major subfields of physics. Fundamental knowledge of algebra recommended.

**PHYS 101. Freshman Physics Seminar (1)**

One hour per week. Prerequisite: MATH 110; co-requisite: MATH 140. This entry point in the Physics and Engineering Physics majors acculturates students into the JU physics program and the global physics community by discussing current topics of interest and overview of physics practice.

**PHYS 104. Astronomy (3)**

Three hours per week. A study of the behavior of astronomical systems. Topics include understanding observations made from a moving reference frame such as the earth, the development of modern astronomy, telescopes, the solar system, stars and stellar evolution, galaxies, cosmology and life in the universe.

**PHYS 111. Principles of Physics I (4; F)**

Six hours of integrated lecture/laboratory per week. Co-requisite: MATH 110 or MATH 112. Measurement and error analysis. An algebra-based treatment of classical mechanics, including kinematics and dynamics of translational and rotational motion, oscillations, waves and fluids.

**PHYS 112. Principles of Physics II (4; S)**

Six hours of integrated lecture/laboratory per week. Prerequisite: PHYS 111. An algebra-based treatment of electricity and magnetism, AC and DC circuits and geometrical optics.

**PHYS 116. Astronomy Laboratory (1)**

Three hours laboratory per week. Co-requisite: PHYS 104. Selected experiments in astronomy, optics, radiation, and orbital mechanics.

**PHYS 125. Aviation Physics (4; F/S)**

Six hours of integrated lecture/laboratory per week. Co-requisite: MATH 110 or MATH 112. This course will not serve as a prerequisite for PHYS 112 or PHYS 152. An algebra/trigonometry based treatment of principles of physics relevant to aviation science, including mechanics, thermodynamics, fluid dynamics, and electromagnetism, with application to pneumatic, hydraulic, electric, and mechanical instrumentation and controls.

**PHYS 151. General Physics: Mechanics (4; F/S)**

Six hours of integrated class and laboratory per week. Co-requisite: MATH 140. This calculus-based course introduces students to the major themes and principles of mechanics (forces, energy, linear and angular momentum, and conservation laws) and their applications in the context of translational motion, rotational motion, and thermodynamics. Students will be guided in the basics of computational, experimental, and/or theoretical physics practice.

**PHYS 152. General Physics: Electricity & Magnetism (4; F/S)**

Six hours of integrated class and laboratory per week. Prerequisite: A "C" or better in PHYS 151; co-requisite: MATH 141. This calculus-based course introduces students to the major themes and principles of electricity and magnetism (fields, potentials, and Maxwell's equations) and their applications in the context of charge distributions, current distributions, circuits, and optics. Students will be guided in the basics of computational, experimental, and/or theoretical physics practice.

**PHYS 189. Core Seminar (4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course

introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**PHYS 199. Introduction to Special Topics in Physics (var. 1-4)**

This course may be offered on demand. Covers predetermined introductory special topics of student interest and physics significance.

**PHYS 208. Optics (4; S)**

Three hours lecture and three hours laboratory per week. Prerequisite: PHYS 101 and PHYS 152. Geometrical optics, and an introduction to matrix techniques in ray optics. Dispersion and refraction effects. Theory and applications of optical instruments.

**PHYS 250RI. Research Methods in Physics (2; F/S)**

Two hours per week. Prerequisites: MATH 141 and PHYS 151. May be repeated once, provided the research methodologies explored are substantively different during each offering. Students will learn skills and methods used in various types of physics research (computational, educational, experimental, theoretical, or a combination thereof), including the use of primary literature. Students will practice these skills and methodologies in projects throughout the course. This course is research-intensive and partially satisfies the experiential learning requirement.

**PHYS 300. Intermediate Modern Physics (4; F)**

Three hours lecture and three hours laboratory per week. Prerequisite: PHYS 152 and PHYS 101 or EE/ME 100. Co-requisite: MATH 331. Relativistic mechanics, and an introduction to quantum mechanics with application to atomic and nuclear physics including the Bohr model and atomic structure.

**PHYS 305. Classical Mechanics (3; F ODD)**

Three hours per week. Prerequisites: PHYS 101, PHYS 151, MATH 300, and MATH 331. Co-requisite: One of MATH 315, MATH 316, MATH 320, MATH 351, MATH 354, MATH 411, MATH 412, or MATH 423. Newtonian mechanics of particles and mechanical systems. Linear and nonlinear oscillations. Minimization techniques as applied to physics. Lagrangian and Hamiltonian mechanics. Rigid body motion.

**PHYS 310. Electromagnetic Theory I (3; F EVEN)**

Three hours per week. Prerequisites: PHYS 101, PHYS 152, and MATH 331. Co-requisite: One of MATH 315, MATH 316, MATH 320, MATH 351, MATH 354, MATH 411, MATH 412, or MATH 423. Static electric fields and solution of electrostatic problems using vector analysis and differential equations. Electric currents and electrical properties of materials.

**PHYS 311. Electromagnetic Theory II (3; S ODD)**

Three hours per week. Prerequisite: "C" or better in PHYS 310 or consent of instructor. Static and time-varying magnetic fields. Magnetic properties of matter. Maxwell's equations. Plane electromagnetic waves. Wave propagation in media, transmission lines, and wave guides.

**PHYS 332. Junior Lab (1 or 2)**

Three to six hours per week. May be repeated for up to three credit hours if the included experiments are different. Selected experiments in thermodynamics, advanced optics, holography, mechanics, or modern physics.

**PHYS 405. Advanced Topics (3)**

Three hours per week. Prerequisite: consent of the instructor. May be repeated for credit provided the content is different. Topics covered will vary and will depend upon the instructor teaching the course.

**PHYS 410WS. Senior Physics Seminar I (1)**

Prerequisite: PHYS 101. One hour per week. A speech and writing-intensive seminar about recent problems in physics, and the history and philosophy of physics designed to enable students to communicate effectively in situations encountered by professionals in physics. Two oral presentations will be given in class: the first will be as a contributed talk at a professional meeting, and the second will be as an invited talk at a professional meeting. Each presentation will be accompanied by an abstract and a written report. Written critiques of class presentation will be required.

**PHYS 413. Quantum Mechanics (3; S EVEN)**

Three hours per week. Prerequisites: MATH 300, and MATH 331, and a "C" or better in PHYS 203 or consent of instructor. The Schrodinger equation. Wave packets and free particle motion. The linear harmonic oscillator. Constant potential in one dimension. Central forces and the hydrogen atom. Angular momentum. Fermi-Dirac and Bose-Einstein statistics.

**PHYS 481RI. Senior Project (var. 1-3; F/S)**

Two hours per week per credit hour. Prerequisite: PHYS 250RI; co-requisite: PHYS 305, PHYS 310, or PHYS 413. May be repeated once. The student will plan, implement, and evaluate original computational, educational, experimental, or theoretical physics research under the guidance of a designated physics faculty. The student is required to submit a research paper and/or make an oral presentation of the project. This paper and/or presentation may also be submitted in PHYS 410SI/WI. This course is research-intensive and partially or wholly (depending on the number of hours registered for) satisfies the experiential learning requirement.

**PHYS 495. Research Participation (var. 1-3; max. 3)**

Prerequisite: Consent of instructor. May be taken for credit more than once, but only three credit hours will be counted toward satisfying the departmental degree requirements. Student participation directed by a member of the sciences or engineering faculty.

---

**Political Science Courses****POL 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**POL 205. American National Government & Politics (3; F/S)**

Three hours per week. An examination of the American political process with emphasis on the structure and functioning of the American system and its responses to past and current challenges.

**POL 208. International Politics (3; F/S)**

Three hours per week. An examination of the ways nation-states interact in the world community. International cooperation, conflict, and conflict resolution are studied. Diplomacy; economic-political interrelationships; the development and role of power in interstate and transnational relations;



changing patterns of interdependence and dependence; and war are among topics studied. Lectures and discussions include the examination of theories of international politics and of contemporary challenges to world peace.

**POL 211. Quantitative Methods for the Social Sciences (3; F/S)**

Cross listed with GEOG 211, PSYC 211 and SOC 211. Three hours per week. An introductory course for social science majors providing brief coverage of the research methods commonly used in the social sciences along with the most common quantitative analyses used by social scientists. This includes coverage of data organization, descriptive statistics, correlational and regression analyses, and an introduction to hypothesis testing and inferential statistics. Credit will be awarded for only one (1) course selected from GEOG 211, POL 211, PSYC 211, or SOC 211.

**POL 301. International Organizations (3)**

Three hours per week. The emphasis of this course will be conflict resolution and international political processes focusing upon interactions within the United Nations, its specialized agencies and principal regional organizations, such as the European Union.

**POL 302. Comparative Political Systems (3)**

Three hours per week. Study of several national political systems including the United Kingdom, France, China and Russia. Latin American and African systems are also examined. Political and social processes, parties, executive, legislative and administrative practices are compared.

**POL 303. Political Parties & Politics (3)**

Three hours per week. Examination of both the theory and practice of party politics. Particular attention is paid to the changing role of political parties in their accommodations to innovations in the areas of computers, mass media, market research and new techniques of party finance.

**POL 306. Political Modernization (3)**

Three hours per week. This course examines the major theoretical perspectives that are used to explain the evolution of the state and nation from their formative years to the present. The course is focused on, but not limited to, the nations of Asia, Africa and Latin America.

**POL 309. Courts & the Constitution in American Politics (3)**

Three hours per week. Examination of the contemporary role of the Supreme Court and of significant trends in Supreme Court decisions. Use of the case method of analysis is employed.

**POL 310. Public Policy (3)**

Three hours per week. An analysis of public policy issues. Emphasizes examination, discussion and alternate solutions to contemporary public policy problems.

**POL 312. Public Administration (3)**

Three hours per week. Emerging trends in public administration and policy implementation. Emphasis on organization theory, executive leadership, personnel management, budgeting, planning, communications, and decision-making. Consideration is given to such problems as the responsiveness and accountability of the bureaucracy.

**POL 314. National Security Policy (3)**

Three hours per week. This course deals with the formulation and implementation of American security policy. The goals, patterns, and structures of national security policy are studied, as is the role of each

governmental component concerned with security affairs. The elements of national power are reviewed.

**POL 320/IS 320. Modern China (3)**

Cross listed with IS 320. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This is a country study of the most populated nation in the world. Topics to be covered include Confucian ideology in traditional China, Western imperialism in the Nineteenth Century, the Communist revolution of 1949, the period of Communist rule from 1949 to 1976, and the effort to make the transition to a market economy since 1979. Credit cannot be awarded for both POL 320 and IS 320.

**POL 325/IS 325. Southeast Asia (3)**

Cross listed with IS 325. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This is a survey of Southeast Asian politics, society and history with a primary focus on the national development of Thailand and Cambodia. Other selected Southeast Asian nations will be included as appropriate. Credit cannot be awarded for both POL 325 and IS 325.

**POL 326/IS 326. Vietnam (3)**

Cross listed with IS 326. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course examines the emergence of the Vietnamese nation, the effects of French conquest and colonial rule and the effects of the wars for independence and unification. It also looks at the efforts of Vietnamese leaders to create a socialist economy after 1975 and their subsequent effort to integrate into the global market economy since 1989. The effects of these recent policies on the Vietnamese people are examined. Credit cannot be awarded for both POL 326 and IS 326.

**POL 327/IS 327. The Philippines (3)**

Cross listed with IS 327. Three hours per week. Prerequisites: ENGL 103 and sophomore status. This course provides a historical survey of Philippine society, polity and economy. It begins in the pre-colonial period and traces the combination of change and continuity that took place under Spanish and American colonial rule. It concludes with an examination of the struggles of the contemporary Philippine nation to provide political, economic and social justice for all Filipinos. Credit cannot be awarded for both POL 327 and IS 327.

**POL 341WI. Writing for the Social Sciences (3; F/S)**

Cross listed with GEOG 341WI and SOC 341WI. This course is designed to teach students how to develop and write scholarly papers and professional articles in the social sciences. Students will learn how to effectively and efficiently conduct research for literature reviews, organize materials, and produce scholarly works. Students will also be introduced to the academic publication process and basic grant writing skills. Credit will be awarded for only one (1) course selected from POL 341WI, GEOG 341WI, or SOC 341WI.

**POL 375. Special Topics in Political Science (var. 1-3)**

One to three hours per week. May be repeated for credit so long as the topic is different. Examination of innovative areas of political science inquiry or of course content which does not fall within the standard curriculum of political science courses presently described in the Catalog. Presented by regular faculty and/or qualified special faculty members.

**POL 401. Political Theory (3)**

Three hours per week. Examines the history of political theory from ancient times, emphasizing the ideas of major political philosophers from Plato to the present.

**POL 403. American Foreign Policy (3)**

Three hours per week. The formation and substance of American foreign policy. Major themes include domestic and international pressures on policy. Regional geographic patterns and policy machinery are examined and evaluated.

**POL 405. International Law (3)**

Three hours per week. The major principles of international law are examined from their historic origins to applications in contemporary relations among states and other members of the international community. Case studies illustrating matters of jurisdiction, human rights, and laws of war and peace are part of the method of study.

**POL 420. Methods of Social Research (3; F/S)**

Cross listed with GEOG 420 and SOC 420. Three hours per week. The application of research methods within political science. A study of research design and methods including survey research, experiments, observation and secondary data analysis. As part of the course, students will write and present their own research proposal. Credit will be awarded for only one (1) course selected from POL 420, GEOG 420, or SOC 420.

**POL 425. Public Opinion & Survey Research Methods (3)**

Cross listed with GEOG 425 and SOC 325. Three hours per week. This course will familiarize the student with the major components of survey research including sampling, questionnaire design, data collection and data processing. The students will conduct an actual public opinion survey and analyze the data they collect. Credit will be awarded for only one (1) course selected from POL 425, GEOG 425, or SOC 325.

**POL 490. Internship (var. 0-12)**

Prerequisites: junior or senior status; 2.5 cumulative average and at least 2.5 in the major; approval of the Division of Social Sciences chair and the Dean of the College of Arts and Sciences. A maximum of six hours credit will be allowed toward the major. The student will work a minimum of three hours per week for each hour of credit. An opportunity for students to apply what they have learned in political science courses through work in public agencies. The work experience will be evaluated by a member of the political science department.

**POL 503. Modern American Politics (3)**

Three hours per week. A survey of modern American politics with an emphasis on the role of presidential leadership, policy development and changes in voter behavior. Public opinion polling data will be extensively utilized and students will develop basic skills of data analysis. Designed for public school history and social science teachers under the Teaching American History grant.

---

**Psychology Courses****PSYC 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**PSYC 201. Introductory Psychology (3; F/S)**

Three hours per week. An introduction to various topics in psychology, including such areas as learning,

personality, social psychology, physiological psychology, abnormal psychology, and psychological testing. PSYC 201 is a prerequisite for all psychology courses except PSYC 210.

**PSYC 210. Human Growth & Development (3; F/S)**

Three hours per week. Prerequisite: PSYC 201 or sophomore status. A course designed to acquaint the student with the developmental processes behind intellectual and personality growth from infancy to adulthood.

**PSYC 211. Quantitative Methods for the Social Sciences (3; F/S)**

Cross listed with GEOG 211, POL 211, PSYC 211, and SOC 211. Three hours per week. Prerequisite PSYC 201. An introductory course for social science majors providing brief coverage of the research methods commonly used in the social sciences along with the most common quantitative analyses used by social scientists. This includes coverage of data organization, descriptive statistics, correlation and regression analyses, and an introduction to hypothesis testing and inferential statistics. A TI-83 or TI-84 calculator is recommended. Credit will be awarded for only one (1) course selected from GEOG 211, POL 211, PSYC 211, or SOC 211.

**PSYC 301. Abnormal Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. A study of the major mental and emotional disorders.

**PSYC 309. History & Systems of Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. Historical background of modern psychology, with emphasis on theoretical systems.

**PSYC 310. Theories of Counseling & Psychotherapy (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. A discussion of various theoretical approaches to the practice of counseling and psychotherapy with normal and disturbed clients. Focus will be on psychoanalytic, behavioral, cognitive and humanistic approaches.

**PSYC 311. Research Methods and Statistics I: Foundations (3; F)**

Three hours per week. Prerequisite: PSYC 201 and PSYC 211. A study of the scientific methods psychologists use. Major emphasis is placed on the experimental method and how to design a reliable and valid experiment. The calculation use, and interpretation of statistical procedures most commonly used by psychologists is also thoroughly covered and related to each methodology. This includes coverage of hypothesis testing and several inferential statistics. A graphing calculator is recommended.

**PSYC 333/SOC 333. Substance Abuse & Behavior (3)**

Cross listed with SOC 333. Three hours per week. Prerequisites: PSYC 201 or SOC 203, and sophomore status. Examines the cultural and historical contexts of drug use and abuse, their causes and consequences, treatment and prevention, from sociological, psychological and pharmacological perspectives. Credit cannot be awarded for both PSYC 333 and SOC 333.

**PSYC 336. Family Therapy and Family Systems (3)**

Three hours per week. Prerequisite: PSYC 301 or PSYC 310. This course explores the major approaches to Family Therapy, and includes study of Family Systems Theory.

**PSYC 351. Physiological Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. A study of the relation of neuroanatomy, neurophysiology and endocrinology to behavior.

**PSYC 352. Learning & Cognition (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. A study of theories, methods of investigation, and experimental findings in the areas of learning, memory, thinking, problem solving and language. This class is research-oriented and designed to provide the student with a comprehensive view of learning and cognition, and the major forces behind these approaches to psychological research.

**PSYC 375. Social Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. Influence of groups and group membership upon individual behavior, including the study of attitudes, propaganda, leadership, group dynamics, morale and other aspects of interpersonal relations.

**PSYC 377. Industrial Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. The application of psychological principles and theories in business, industry, and human engineering.

**PSYC 380. Personality Theory (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. Nature of personality and its development, plus a critical study of modern interpretations.

**PSYC 400. Special Topics in Psychology (var. 1-3)**

One to three hours per week. Prerequisite: PSYC 201 and sophomore status. May repeat the course for credit so long as the topic is different. A study of selected topics in psychology. The topic for the semester will be indicated in advance.

**PSYC 401. Environmental Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. The study of the ecology of man's physical environment, including the study of the influence of architectural design on buildings, institutions, and urban areas, and the impact of these physical environments on man's adjustment and motivation.

**PSYC 411WI. Research Methods and Statistics II: Applications (3; S)**

Three hours per week. Prerequisite: PSYC 211 and PSYC 311. A continuation of Research Methods and Statistics I in which methods and inferential statistics are further emphasized. Students will perform five to seven complete experiments and will be required to analyze the data and write their findings in accepted form. This course fulfills the writing intensive course requirement for Psychology majors. A graphing calculator is recommended.

**PSYC 413. Psychology of Religion (3)**

Three hours per week. Prerequisite: PSYC 201. The purpose of this course is to introduce students to the scientific study of religion, particularly from a psychological perspective. Students will learn how to identify and create operational definitions of religion and spirituality. They will also learn about and critique the ways psychologists (e.g., social, developmental, cognitive, evolutionary) have studied religion and spirituality over the past several decades, and they will also be able to identify the conclusions that can (and cannot) be drawn from the results of those studies.

**PSYC 417. Advanced Child Development (3)**

Three hours per week. Prerequisites: PSYC 201 and PSYC 210. From previous courses, students should be familiar with the scientific method and some of the research techniques that psychologists have used to study human development. In this course, students will build on this knowledge base and learn to think of child development in a broader, more universal human perspective. They will also learn to apply

specific scientific findings to the development of children. Course readings and topics will cover cognitive development, social development, personality development, and emotional development.

**PSYC 420. Medical Psychology (3)**

Three hours per week. Prerequisite: PSYC 201 and sophomore status. This course examines the psychological influences of how people maintain health, why they become ill, and how they respond when they become ill. The course also reviews how psychologists can intervene to facilitate health and healing and prevent behaviors that can lead to illness.

**PSYC 490. Internship (var. 0-12)**

Prerequisites: Junior or senior status; 2.5 cumulative GPA and at least 2.5 GPA in the major; approval of the Division of Social Sciences chair and the Dean of the College of Arts and Sciences. A maximum of six hours of credit will be allowed toward the major. The student will work a minimum of three hours per week for each hour of credit. An opportunity for students to apply what they have learned in psychology courses through work in public agencies. The work experience will be evaluated by a member of the psychology department.

---

**Public Policy Courses**

**PPOL 501. Microeconomics for Public Policy (3)**

This course reviews microeconomic theory and explains its applications to public policy. It emphasizes the role of economic analysis tools, such as cost-benefit analysis, in decision-making.

**PPOL 502. Public Finance (3)**

Prerequisite: PPOL 501. This course examines the relationships between revenues and government spending with an emphasis on the theoretical basis for various types of taxes, subsidies, and related government policies. It also discusses the efficacy of commonly used practices and procedures and considers possible alternatives.

**PPOL 503. Macroeconomics for Public Policy (3)**

This course is an overview of economic perspectives of public policy. It includes discussions of the roles of government in a market-based economy and the extent to which the macroeconomic policy goals of economic growth, low unemployment, and low inflation can be achieved with monetary and fiscal policy tools.

**PPOL 511. Political Institutions, Processes and Public Policy (3)**

This course is an introduction to the political environment ---the institutions and processes---that shape public policy. The basic legal context is defined by the Constitution with its articulation of separation of powers and federal structure of government. The political context involves the roles of public opinion, media, think tanks, political parties and interest groups. All these institutions interact with each other as the legislative and executive branches of government identify problem areas, articulate alternative solutions, adopt a policy through negotiations, bureaucratic routines are developed to implement and evaluate it, and the courts may review it.

**PPOL 512. Ethics and Public Policy (3)**

This course will explore the relation between the individual and the state in ethical and political thought, so that students can better understand the ethical and political context of policy choices. After briefly considering ancient reflections on the close connection between ethics and politics we then proceed to consider modern social contract theory and its various critics in an attempt to arrive at a richer understanding of the ethical and conceptual articulations of the foundation of modern liberal

democracy. Throughout we will consider the challenges that these theories pose for conceiving the proper role of public policy.

**PPOL 513. Law, Policy, and Politics (3)**

This course examines the relationship between law and public policy, with an emphasis on local government law and policy. Students are also introduced to the basics of reading judicial opinions, the role of the courts, and sources of law. The legal authority and public policy consequences of City and County governance, including city-county consolidation, special districts, constitutional officers, boards, commissions and quasi-public bodies, are covered in the course. Related topics include federalism, separation of powers, and home rule. Substantive local government law and public policy issues are also covered, including collective bargaining and public pensions, municipal tort liability, procurement, operating and capital budgets, sunshine law, public records, and ethics.

**PPOL 521. Statistics and Research Methods in Public Policy (3)**

This course covers various types of data, empirical analysis, and introduces students to data analysis, strategies of data collection and principles for critically evaluating data collected by others. Topics include measurement reliability and validity, questionnaire design, sampling, research design and ethics, as well as descriptive statistics and hypothesis test techniques.

**PPOL 531. Quantitative Methods and Analysis (2)**

Prerequisite: PPOL 521. This course covers a variety of quantitative techniques utilized in public policy to enhance decision making. Topics covered include decision theory, forecasting, queuing theory, scheduling, quality, and project management.

**PPOL 535/DSIM 535. Quantitative Approaches to Decision-Making (3)**

Cross listed with DSIM 535. Prerequisite: College algebra and elementary statistics or DSIM 509 or DSIM 510. This course introduces students to a group of quantitative tools designed to enhance managerial decision-making. Topics to be covered are break-even analysis, linear programming, inventory control models (EOQ), waiting line models, simulation, decision theory, time series forecasting and project management (PERT and CPM). Credit cannot be awarded for both PPOL 535 and DSIM 535.

**PPOL 541. Public Policy Analysis (3)**

Prerequisites: PPOL 521 and PPOL 535 or PPOL 531. This course introduces a suite of basic principles and approaches (qualitative and quantitative) to understand policy problems, analyze policy outcomes, and suggest recommendations for policy makers. The goal is to prepare students to evaluate the performance of a variety of policy instruments such as regulations, subsidies, taxes, and markets. Topics such as the environment, transportation, and education will be used to illustrate the application of course elements.

**PPOL 550/MGT 548. Leading Organizations (2)**

Cross listed with MGT 548. Designed to help leaders build strategic, organizational and individual insights. Topics will address traditional and contemporary issues related to developing and motivating people and teams. Emphasis will be placed on building skill sets in designing and articulating a mission and vision in order to create and sustain high-performing organizations. Focus will be on the dynamic examination of managerial and leadership concepts of human behavior as they apply to individuals, groups and organizations. Credit cannot be awarded for both PPOL 550 and MGT 548.

**PPOL 590. JU PPI Internship (2)**

JU MPP students are required to complete a summer internship following the first year of MPP courses. An extensive network of agencies and organizations ---- public, private and non-profit ---- has been

developed by JU PPI to host JU MPP interns. A written report is required by MPP students at the completion of the summer internship. During the internship, students are encouraged to identify a client public policy problem, or a substantive policy question, for the second year Capstone Project.

**PPOL 591. Independent Studies in Public Policy (var. 1-3)**

A study of related public policy topics that is closely supervised by a faculty member. Activities will normally be conducted by students out of the classroom with periodic meetings and evaluation by the faculty member who is mentoring the project.

**PPOL 610/MGT 610. Strategic Human Resource Management (3)**

Cross listed with MGT 610. Prerequisite: MGT 548 or PPOL 550, MGT 588 or NUR 506. Based on the belief that employees are the organization's most important asset, this elective course exposes students to the management application of HR concepts that impact performance at all levels of the organization. Topics addressed in the course may include: legal aspects of HR, selection, training, performance evaluation, employee rights, and the management of diversity. Credit cannot be awarded for both PPOL 610 and MGT 610.

**PPOL 611/MGT 620. Responsible Leadership (3)**

Cross listed with MGT 620. Prerequisite: MGT 548 or PPOL 550 or MGT 588. The concepts covered in this course include the nature of leadership, a study of leadership styles from classic, current and emerging leadership theories. Emphasis will be placed on the importance of ethics in decision making, leader character and integrity. This course additionally focuses on the links between theory and practice and the use of power and influence as they relate to leadership. Credit cannot be awarded for both PPOL 611 and MGT 620.

**PPOL 612/MGT 630. Teamwork and Organizational Change (3)**

Cross listed with MGT 630. Prerequisite: MGT 548 or PPOL 550 or MGT 588. Students are introduced to organization concepts used in the design, development, and transformation of complex organizations. Particular focus will be placed on developing leadership teams capable of creating an optimal organizational structure and develop core processes that achieve strategic objectives and sustain high performance. The course emphasizes the role of the leader as a strategic change architect. Credit cannot be awarded for both PPOL 612 and MGT 630.

**PPOL 618/DSIM 518. Completing through Innovation & Information Technology (3)**

Cross listed with DSIM 518. Provides an overview of business information technologies and their varied application across the value chain. Emphasis is placed on assessment of current technologies, technology trends and impact on business processes. Additional focus is on frameworks for management and control of IT within the firm and aligning IT strategy with organizational strategy. E-commerce and other effects of the IT-centric virtual marketplace on the firm are addressed. Students obtain an understanding of how business managers can leverage technology to enhance their companies' chances of success in the increasingly competitive global business environment. Credit cannot be awarded for both PPOL 618 and DSIM 518.

**PPOL 620/ECON 520. Economics of High Performance (3)**

Cross listed with ECON 520. Prerequisites: ECON 201, ECON 202 and MATH 140 OR ECON 509. esigned to introduce MBA students to the application of macro- and microeconomic principles to managerial decision-making in the modern organization. Students discuss ways of directing scarce resources in an efficient manner to attain managerial goals and learn to strategically apply economic ideas, theories and methodologies to sustain high corporate performance. Special emphasis is placed on the concepts of



corporate responsibility, demand analysis, production and cost determination, pricing and profit analysis, as well as application of computer-based forecasting and model building. Cases and problems are used to understand economic tools and their potential for solving real-world problems. Credit cannot be awarded for both PPOL 620 and ECON 520.

**PPOL 651. Special Topics in Public Policy (var. 1-3)**

A study of selected topics of major interest in Public Policy not covered in other course offerings.

**PPOL 652. Advanced Communications (3)**

This course explores the importance of strategic communications and effective public policy. A core theme is examining the role communication and the media play in shaping public attitudes. Topics include, but are not limited to: crisis communications, public relations, media law, media ethics, speechwriting, persuasion, changing behavior through communication, media and public attitudes, and contemporary communication tools in the digital age. Throughout the course students will also focus on cultivating advanced public speaking skills and enhanced multimedia presentations.

**PPOL 661. Introduction to Public Administration (3)**

Rational policy formulation is only part of the public policy process. It is tempered by economic constraints, political realities and personal preferences among the policy elites. Analyses include international, national and state levels of government as well as the fragmented and multilayered city, county, special district and school district. Revenue forecasting, impact of inflation, taxation, pension funding and user fees will be surveyed as well as recruitment, performance evaluation and labor relations. Public administration is clearly differentiated from administration in the private sector.

**PPOL 662. Political Campaigns, Governance and Public Policy Initiatives (3)**

Public policy in the context of political campaigns (at the local, state and federal level), governance and public policy initiatives is examined in this course. The unique demands of political campaigns, and its consequences for public policy positions, and the requirements of effective governance, are examined. Case studies of successful public policy initiatives are reviewed, including public initiatives on waterways, land preservation, early literacy, public safety and infrastructure development.

**PPOL 671. Education and Public Policy (3)**

The course engages in an overview of current issues in K-12 education policy at the local, state and federal levels. Students shall develop a broad range of inquiry skills as policies are examined that pursue to adjust and improve the current education system or aim to reform K-12 education through external/market-based approaches. Policy topics will include accountability, school choice, national standards, early childhood education, school finance, teacher recruitment and labor relations, and achievement gaps.

**PPOL 681/NUR 512. Organization, Delivery, and Policy in Healthcare (3)**

Cross listed with NUR 512. The purpose of this course is to discuss concepts related to healthcare organization and delivery both in the United States and abroad. A major focus of this course will be ecological and socioeconomic determinants of population-based health outcomes. The Nurse's role as an advocate for healthcare policy and educator on health promotion topics will be explored. Credit cannot be awarded for both PPOL 681 and NUR 512.

**PPOL 682/NUR 532. Nursing Leadership and the Healthcare System (3)**

Cross listed with NUR 532. Students will explore and analyze the role of the nurse leader as it relates to the healthcare system. Included in this analysis is the delivery of safe, effective, and efficient patient

care. Topics will include the healthcare environment, federal and state laws/regulations, and oversight of the magnet status journey. Credit cannot be awarded for both PPOL 682 and NUR 532.

**PPOL 683/NUR 660. Ethics in Clinical Practice (3)**

Cross listed with NUR 660. Ethical theories and principles will be analyzed and applied to complex nursing issues. Students will examine professional values, moral obligations and sound ethical decision making to resolve dilemmas faced in advanced clinical nursing practice. Credit cannot be awarded for both PPOL 683 and NUR 660.

**PPOL 684/NUR 670. Leadership and Health Policy (3)**

Cross listed with NUR 670. Sociopolitical and economic trends affecting advanced clinical nursing practice and health care policy will be analyzed. Students will apply effective methods to improve health outcomes and quality of care with a special emphasis placed upon reducing health disparities in vulnerable populations. Various leadership theories, applicable to complex healthcare issues will be deconstructed. Credit cannot be awarded for both PPOL 684 and NUR 670.

**PPOL 690/MSC 690. Contemporary Issues in Marine Science (var. 1-6)**

Cross listed with MSC 690. One to six lecture and/or laboratory per week. Course will be on selected topics and current issues in marine science. Course can be offered on an as-needed basis for topics not included in the curriculum when faculty availability or opportunities occur. May be repeated for credit when topics change, but no more than six credits count towards degree requirement. Credit cannot be awarded for both PPOL 690 and MSC 690.

**PPOL 691/MSC 610. Ocean & Coastal Environmental Law (3)**

Cross listed with MSC 610. Three hours lecture per week. Course will examine a number of emerging ocean and coastal policy issues. Among the policy issues are those relating to oil, gas, and alternative energy facilities and equipment in coastal or ocean waters, the privatization of public waters, the impact of rising sea levels upon ocean beaches and estuarine shorelines, beach nourishment and shoreline protection, development setback lines, the use of ocean outfalls to dispose of wastewater, and the future role of the Coastal Resources Commission. Course will examine these and other emerging policy issues and the governing state and federal legal regime. Credit cannot be awarded for both PPOL 691 and MSC 610.

**PPOL 695. Capstone Project: Client Policy Project I (CPPI) (3)**

This course is the first semester of the 2 semester Client Policy Project. In this course (CPPI), students, working in small groups with a faculty advisor, work on a substantive, real world policy problem for a client organization. The project requires formulation of the client policy question, research, analysis, organizational skills, substantive policy knowledge, the development of proposed solutions for the client organization, and the initial preparation of a policy research report.

**PPOL 696. Capstone Project: Client Policy Project II (CPPII) (3)**

This course is the second semester of the Client Policy Project. CPPII requires demonstrated skills in research, writing, policy analysis and communication. At the end of the semester, students submit a policy research report, and make a formal presentation, to faculty, policymakers and the client organization. The report and presentation on the client policy problem includes research, analysis, conclusions and recommended solutions for the client organization.

**PPOL 697. Capstone Project: Research Policy Thesis I (RPTI) (3)**

This course is the first semester of the 2 semester Research Policy Thesis. In this course (RPTI), students work individually, with a faculty advisor, on a policy question of their choosing and conduct in depth

research, utilize quantitative and statistical data, perform systematic policy analysis, and develop public policy recommendations. RPTI requires the formulation of the policy question, research, quantitative and statistical data, analysis, substantive public policy knowledge, and the initial preparation of the written thesis.

**PPOL 698. Capstone Project: Research Policy Thesis II (RPTII) (3)**

This course is the second semester of the Research Policy Thesis. In RPTII, students finalize an extensive written thesis on the policy question of their choosing. At the end of the semester, students present the written thesis, and make a formal presentation, to faculty and policymakers. The presentation of the policy thesis includes an emphasis on quantitative, statistical and economic data and analysis, as well as the formal presentation of research, analysis, conclusions and public policy recommendations.

**PPOL 699. Capstone Intensive (6)**

In this single-semester capstone project, the student, working with a faculty advisor, will work on a policy question or on a real world policy problem for a client organization. Capstone Intensive requires the formulation of a policy question, research, quantitative and statistical data, analysis, and substantive public policy knowledge, and a written thesis or proposal. At the end of the semester, students present the written thesis or proposal and make a formal presentation to faculty and policymakers. The presentation of the thesis or proposal includes an emphasis on quantitative, statistical and economic data and analysis, as well as the formal presentation of research, analysis, conclusions, and public policy recommendations.

**Policy-Oriented Courses at the Florida Coastal School of Law**

**27 policy-oriented courses at the Florida Coastal School of Law (FCSL) are available to JU MPP students. FCSL course descriptions are set forth on the FCSL website at [www.fcsl.edu](http://www.fcsl.edu).**

---

**Reading Education Courses**

**READ 501. Foundations of Elementary Reading Instruction (3)**

Theories of reading acquisition in the areas of oral language, comprehension, phonological awareness, phonics, vocabulary, and fluency are examined. Development of writing in the context of learning to read is also explored. Course aligns to State of Florida Reading Endorsement Competency One.

**READ 505. Methods of Teaching Elementary Language Arts (3)**

Prerequisite: READ 501. Exploration of reading research-based instructional practices related to the teaching of Language Arts involving listening, speaking, writing, and integration of the reading components. Materials, digital technologies, assessments, and instructional planning for teaching with the language arts for diverse learners are examined and applied. Course aligns to State of Florida Reading Endorsement Competency Two.

**READ 510. Administration and Interpretation of Reading Assessments (3)**

Prerequisite: READ 505. Identification, implementation, and interpretation of various reading assessments used to plan interventions for a diverse range of student needs are studied. Course aligns to State of Florida Reading Endorsement Competency Three.

**READ 515. Techniques of Corrective or Remedial Reading (3)**

Prerequisite: READ 510. Close examination of the techniques of reading analysis to correct, remediate, and differentiate instruction for diverse reading needs. Trends associated to assessment procedures,

instructional techniques, traditional materials, and digital technologies are explored . Course aligns to State of Florida Reading Endorsement Competency Four.

**READ 520. Supervised Reading Practicum I (3)**

Prerequisite: READ 515. Design and application of a comprehensive research-based reading plan to include assessments, instructional interventions, and digital technologies to remediate K-12 student reading difficulties. Plan is implemented in a classroom placement, resource room, reading center, or special setting . Course aligns to State of Florida Reading Endorsement Competency Five.

**READ 525. Educational Reading Research (3)**

Prerequisite: READ 520. Survey of reading research methodologies and techniques of implementation.

**READ 530. Diagnosis of Reading Disabilities (3)**

Prerequisite: READ 525. Advanced study of the research pertaining to reading/learning disabilities, formal diagnostic procedures, materials, and techniques used to diagnose and remediate reading learning disabilities for ESE population of students.

**READ 535. Literature for Children and Adolescents (3)**

Prerequisite: READ 530. Study of children and adolescent literature with a focus on media literacy and instructional planning.

**READ 540. Foundations of Secondary Reading Instruction (3)**

Prerequisite: READ 535. Advanced examination of oral language and reading development at the secondary level to include writing, critical thinking, text complexity, and the use of digital technologies.

**READ 545. Educational Measurement (3)**

Prerequisite: READ 540. Investigation into test concepts, construction, design, administration, interpretation, use, and evaluation. Standardized, informal, group, and individual tests are examined.

**READ 550. Supervised Reading Practicum II (3)**

Prerequisite: READ 545. Advanced demonstration of the design and implementation of a comprehensive research-based reading plan to include assessments and instructional interventions to remediate K-12 students reading difficulties. Plan is implemented in a K-12 reading setting.

**READ 555. Designing Reading Programs (3)**

Prerequisite: READ 550. Study of the design, management, evaluation, and materials used in K-12 reading programs.

**Religion Courses**

**RELG 101. World Religions (3; F/S)**

Three hours per week. An examination of the world's major religions, with an emphasis on texts, beliefs, traditions, values, and practices.

**RELG 210. Biblical History and Literature (3; F/S)**

Three hours per week. A non-sectarian, critical study of selected Old and New Testament writings.

**RELG 305/PHIL 305. Philosophy of Religion (3)**

Cross listed with PHIL 305. Three hours per week. A study of such topics as the existence and nature of

God, the nature of our knowledge of God, the nature of faith and religion. Includes both medieval and contemporary views. Credit cannot be awarded for both RELG 305 and PHIL 305.

**RELG 310/PHIL 310. East Asian Philosophy and Religion (3; F/S)**

Cross listed with PHIL 310. Three hours per week. A survey of major figures, themes, and methods from East Asian philosophy, studied in relation to the development of the Confucian, Taoist, Shinto, and Buddhist traditions in China and Japan. Credit cannot be awarded for both RELG 310 and PHIL 310.

**RELG 350. Special Topics in Religion (3)**

Three hours per week. A study of selected topics in religion to be announced in advance of registration. May be repeated once as long as the topic is different.

**Sociology Courses**

**SOC 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**SOC 203. Introductory Sociology (3; F/S)**

Three hours per week. Develops students' sociological imagination to explore the complexity and diversity of social relations and explain how these and people shape each other. Critically applies theories, methods, and concepts of social science to understand: the personal and impersonal aspects of interactions in various groups, organizations and institutions in this society and others; cultural and historical variations in age, gender, class and race relations; and the living laboratory of everyday life.

**SOC 211. Quantitative Methods for the Social Sciences (3; F/S)**

Cross listed with GEOG 211, POL 211, and PSYC 211. Three hours per week. An introductory course for social science majors providing brief coverage of the research methods commonly used in the social sciences along with the most common quantitative analyses used by social scientists. This includes coverage of data organization, descriptive statistics, correlational and regression analyses, and an introduction to hypothesis testing and inferential statistics. Credit will be awarded for only one (1) course selected from GEOG 211, POL 211, PSYC 211, or SOC 211.

**SOC 304. Social Problems (3)**

Three hours per week. A critical, topical consideration of many of the most serious problems besetting society today. The course examines causes, consequences, interconnections, and solutions to various social problems from diverse points of view. The emphasis may vary according to current issues and student interests. Common themes include: inequality and poverty; morality and sexuality; community and criminality; abuse of persons and substances; mental and physical health and care; population and ecology; changes in age, gender, class, and race relations.

**SOC 305. Criminology (3)**

Three hours per week. A critical, comprehensive examination of the causes and consequences of crime, the operations of the criminal justice system, and the effectiveness of crime policies. The course includes: critical analysis of research on crime and victims; consideration of biological, psychological, and

sociological explanations of various kinds of crime; and comparisons of crime, law, and justice in diverse historical and cultural contexts. Through class projects, students probe inside their own and others' criminal behavior, as well as outside the classroom into the community's police, courts and correctional facilities.

**SOC 311/GEOG 311. Cultural Geography (3)**

Cross listed with GEOG 311. Three hours per week. A study of spatial variations among culture groups. Focus is placed upon examining and analyzing the aspects of traditional culture (language, religion, customs) and popular culture (landscapes, recreation, ethnicity). Credit cannot be awarded for both SOC 311 and GEOG 311.

**SOC 312. Sociology of Community (3)**

Three hours per week. Prerequisite: SOC 203 or consent of the instructor. This course encourages students to apply sociological perspective to understanding communities of various types. The course will introduce students to different theories about community. The course also examines the concepts of space and place including neighborhoods, nation and virtual realms. Community influence on human identity, connection and well-being is explored. Societal factors influencing community growth, maintenance, change and decline are also examined.

**SOC 320/SUST 320/GEOG 320. Green Criminology (3)**

Cross-listed with SUST 320 and GEOG 320. Three hours per week. Prerequisite: None. This course is focused on a developing field of criminology: Green Criminology. Green criminology has emerged in recent years from issues relating to environmental and social harm. The study of environmental harm and 'crimes against nature' has become an increasingly popular area of research amongst criminologists. Some of the topics addressed in this class include: climate change and social conflict; threats to biodiversity; pollution and toxic waste; environmental victims; environmental regulation, law enforcement and courts; environmental forensic studies; environmental crime prevention. The goal of this course is to inspire students to research and critique environmental crimes and harms. This course will provide a platform to develop innovative approaches to negotiating this landscape in ways that lead to solutions. Credit can only be awarded for one course, either SOC 320, or SUST 320, or GEOG 320.

**SOC 321. Minority Relations in American Society (3)**

Three hours per week. A study of the dynamics of prejudice and intergroup relations in our society. The course promotes understanding of the experiences of racial and ethnic groups, as well as the views of the white majority. It examines the impact of minority status and fosters an appreciation of difference and others' views. The course also provides knowledge regarding the role of race as a major stratifying factor in our society.

**SOC 325. Public Opinion & Survey Research Methods (3)**

Cross listed with GEOG 425 and POL 425. Three hours per week. This course will familiarize the student with the major components of survey research including sampling, questionnaire design, data collection, and data processing. The students will conduct an actual public opinion survey and analyze the data they collect. Credit will be awarded for only one (1) course selected from SOC 325, GEOG 425, or POL 425.

**SOC 331. Women and Crime (3)**

The purpose of this course is to provide students with information on issues relating to gender within the criminal justice system. Emphasis will be placed on the relationship between gender, race and class with regard to the treatment of women in all facets of the system. Topics to be discussed include:

theory, women as criminals, women as victims, and women as professionals in the field of criminal justice.

**SOC 332. Media and Crime (3)**

This course will explore the relationship between the mass media and the criminal justice system. Students will study this relationship from both a practical and theoretical perspective. The mass media is very influential in shaping our "reality" of the criminal justice system, specifically our images of offenders and victims as well as our image of the criminal justice process. This course will allow students the opportunity to explore this relationship through the completion of an integrated service project relevant to the course material.

**SOC 333/PSYC 333. Substance Abuse & Behavior (3)**

Cross listed with PSYC 333. Three hours per week. Prerequisite: PSYC 201 or SOC 203. Examines the cultural and historical context of drug use and abuse, their causes and consequences, treatment and prevention, from sociological, psychological and pharmacological perspectives. Credit cannot awarded for both SOC 333 and PSYC 333.

**SOC 341WI. Writing for the Social Sciences (3; F/S)**

Cross listed with GEOG 341WI and POL 341WI. This course is designed to teach students how to develop and write scholarly papers and professional articles in the social sciences. Students will learn how to effectively and efficiently conduct research for literature reviews, organize materials, and produce scholarly works. Students will also be introduced to the academic publication process and basic grant writing skills. Credit will be awarded for only one (1) course selected from SOC 341WI, GEOG 341WI, or POL 341WI.

**SOC 350. Sociology of the Family (3)**

Three hours per week. The course will focus upon contemporary family systems and patterns of behavior in the U.S. Subjects considered will include: parenting, family crises, the future of the family, variant family forms, dual-income families and contemporary issues affecting families. Attention will be given both to family theory and research findings.

**SOC 365. The Sociology of Sex and Gender (3)**

Three hours per week. A study of gender and gender issues in our society. This course will examine the various ways in which men and women are different and alike. This will include consideration of behaviors, attitudes, and life experiences. Both causes and effects of the differences and similarities will be explored. The students will be made aware of the benefits and liabilities attached to the changes in traditional gender roles.

**SOC 379. Sociology of Aging (3)**

Three hours per week. The social ramifications of aging in our society, including the consideration of factors such as the elderly in the family, institutionalization, the minority aged, death and the aged, and the examination of cross-cultural patterns of aging.

**SOC 380. Juvenile Delinquency (3)**

Three hours per week. An examination of the causes and consequences of pre-adult deviance and crime, the operations of the juvenile justice system, and the effectiveness of delinquency policies. The course includes: critical analysis of delinquency research; consideration of biological, psychological and sociological explanations of delinquency; and comparisons of delinquency, juvenile law and justice in various historical and cultural contexts. Through class projects, students probe into their own and

others' delinquency, as well as outside the classroom into the community's police, juvenile courts and correctional facilities.

**SOC 400. Special Topics in Sociology (var. 1-3)**

One to three hours per week. Prerequisite: SOC 203 or consent of the instructor. May repeat the course as long as the topic is different. An in-depth study of selected contemporary subjects in the growing field of sociology. Topics will be indicated in advance.

**SOC 410/SUST 410/GEOG 410. Green Societies (3)**

Cross listed with SUST 410 and GEOG 410. This course explores the social components of environmental concerns and strongly highlights the role of community. Specific topics include population, social structures, technology, food systems, fuel & transportation, environmental disasters, environmental racism, scarcity and the environmental justice framework. Students apply major theoretical perspectives from the field of sociology to these topics. Credit will be awarded for only one (1) course selected from SOC 410, or SUST 410, or GEOG 410.

**SOC 415. Human Sexuality (3)**

Three hours per week. A study of patterns of sexual behavior. The course examines sexual behavior, including sexual development, premarital and marital behaviors, minority practices, social issues and legal concerns, the development of sex research, and cross-cultural patterns of sexual behavior. The relationship between sexuality and social institutions is explored, along with the role of society in determining sexual behavior.

**SOC 420. Methods of Social Research (3; F/S)**

Cross listed with GEOG 420 and POL 420. Three hours per week. Prerequisites: SOC 203 and SOC 211. The application of research methods within sociology. A study of research design and methods including survey research, experiments, observation, and secondary data analysis. As part of the course, students will write and present their own research proposal. Credit will be awarded for only one (1) course selected from SOC 420, GEOG 420, or POL 420.

**SOC 430. Social Deviance (3)**

The purpose of this course is to study deviant behavior from a sociological perspective. Topics to be covered in the course include definitions of deviance, various approaches to the study of deviance, and an examination of various forms of deviant behavior. Specific attention is given to the idea of deviance as a social construction.

**SOC 435. Organized Crime (3)**

The purpose of this course is to facilitate an understanding of organized crime. Course study includes the history of organized crime, theories explaining organized crime, and the various businesses of organized criminal enterprises. Several criminal groups, such as outlaw motorcycle gangs, drug cartels, street gangs, among others, are explored.

**SOC 440. Personality and Culture (3)**

In this course students examine some of the key macro-sociological factors that shape personal and collective identities. Some of the questions that are considered in this course include: Is individualism inherent? What role does social and historical context play in determining individual goals? What is the role of language in individual development? What is the relationship between freedom, equality, and individualism?



**SOC 445. Conflict and Nonviolence (3)**

This course is intended as an engaged learning experience that focuses on psychological and interpersonal conflicts in order to demonstrate how individuals in their everyday lives contribute to social violence or may choose to at least not participate in the continuation of social conflict. Course readings and exercises stimulate reflection on the relationships among personal, interpersonal and societal conflicts.

**SOC 450. Sociological Theory (3; F/S)**

Three hours per week. Prerequisites: SOC 203. A critical exploration and explanation of classical and contemporary social theory. The course includes consideration of the historical and cultural contexts in which social theorists lived and how their life experiences shaped their explanations, in an effort to understand how and why our social theories and concepts emerge and change. Students will develop an appreciation of the integral, ongoing role of theorization and conceptualization in their own everyday lives, as well as practical, critical-analytical skills in applying social theory to the personal and professional lives of themselves and others.

**SOC 490. Internship (var. 0-12)**

Prerequisites: junior or senior status; 2.5 cumulative GPA and at least 2.5 GPA in the major; approval of the Division of Social Sciences chair and the Dean of the College of Arts and Sciences. Co-requisite: SOC 493 (Internship Seminar). A maximum of six hours credit will be allowed toward the major. The student will work a minimum of three hours per week for each hour of credit. An opportunity for students to apply what they have learned in sociology courses through work in public agencies. The work experience will be evaluated by a member of the sociology department.

**SOC 493. Internship Seminar (1)**

The purpose of this course is to provide a foundation for the sociology students' internships. Students will integrate knowledge derived from their academic studies with the experiences gained from real-world work settings. This class will support these work experiences by fostering personal reflection as well as professional growth and development. This course is to be taken in the same term as a student is enrolled in SOC 490 as a co-requisite. This course does not count as internship credit.

---

**Spanish Courses****SPAN 101-102. Elementary Spanish (3 each; F, S)**

Three hours per week. SPAN 101 is a prerequisite for SPAN 102. Qualified students may enter SPAN 102 directly on the basis of a placement test. These courses initiate a student's development of the four basic language skills – speaking, listening, reading, and writing – through daily in-class activities, frequent assignments completed at home, and regular visits to the Language Lab. In addition, the student is introduced to the world's Hispanic peoples and their cultures through texts, video excerpts, and World Wide Web sites. These courses are designed for those with little or no prior knowledge of Spanish.

**SPAN 201-202. Intermediate Spanish (3 each)**

Three hours per week. Prerequisite: SPAN 102; SPAN 201 is a prerequisite for SPAN 202. A student may enter SPAN 201 or 202 directly on the basis of a placement test. These courses continue the student's development of the four basic language skills – speaking, listening, reading and writing – and augment their knowledge of the world's Hispanic peoples and their cultures. Building on the foundation of previous Spanish study or direct experience with the language, these courses are designed for those who have already achieved an elementary mastery.

**SPAN 301. Spanish Conversation (3)**

Three hours per week. Prerequisite: SPAN 202 or permission of instructor. This course is required of Spanish majors and minors. Native speakers of Spanish must have the consent of the instructor before registering for this course. This course is designed primarily to improve the student's speaking proficiency through debate, playacting, and analysis of literary selections and films.

**SPAN 302. Spanish Composition (3)**

Three hours per week. Prerequisite: SPAN 301 or permission of instructor. This course is required of Spanish majors and minors. Native speakers of Spanish must have the consent of the instructor before registering for this course. This course concerns itself primarily with developing the student's Spanish writing skills. Students learn and practice a wide range of composition strategies, creating and revising formal assignments as well as maintaining a journal of in-class and daily exercises.

**SPAN 321. Contemporary Hispanic Issues (3)**

Three hours per week. May be repeated once for credit when the content has significantly changed. This course is required of Spanish majors and of those minors who are native speakers of Spanish and have been denied entry into SPAN 301 and/or SPAN 302. This course considers Spanish and/or Latin American contemporary issues; e.g., revolution, poverty, liberation theology, gender, and dictatorship; through a reading of varied texts and viewing of films. The course is designed for those with an advanced intermediate or advanced level of proficiency in spoken and written Spanish.

**SPAN 330. Hispanic Civilization (3)**

Three hours per week. This course is required of Spanish majors. This course provides an introduction to the pre-Roman through contemporary histories and cultures of the peoples who have inhabited the lands that today form Spain and Spanish America. The course is designed for those with an advanced intermediate or advanced level of proficiency in spoken and written Spanish.

**SPAN 350. Special Topics on Spain and Latin America (3)**

Three hours per week. May be repeated for credit when the content has significantly changed. Possible topics are on a survey of Spanish and Spanish-American writers, periods, genres, or film.

**SPAN 412. Spanish and Latin American Traditions (3)**

Three hours per week. This course provides the necessary context and critical analysis of traditional and contemporary popular culture of Spain and Latin America, including popular festivals, religious rites and ceremonies, traditional and popular music, and television programs.

**SPAN 420. Spanish Essay (3)**

Three hours per week. Survey of non-fictional creative writings from Spain and Latin America, which may include Spanish articles and essays from the United States. Usually focuses on the analysis of different ways in which Spaniards and Latin Americans deal with philosophical issues, political problems, and cultural identity.

**SPAN 430. Spanish Literature (3)**

Three hours per week. May be repeated once for credit when the content has significantly changed. Representative Spanish poets, novelists, and dramatists since the Middle Ages to the twenty-first century. Likely to be included are such authors as Juan Manuel, Santa Teresa, Cervantes, Larra, Pardo Bazán, Ortega y Gasset, Machado, Valle Inclán, García Lorca, Cela, and Juan Goytisolo.

**SPAN 431. Latin American Literature (3)**

Three hours per week. Survey of fictional narratives from Spain and Latin America (short story and

novel) with emphasis on major authors such as Sor Juana, Sarmiento, Quiroga, Arlt, Rulfo, Borges, Cortázar, Walsh, Sábato, Onetti, Benedetti, Galeano, Monterroso, García Márquez, Carpentier, Vargas Llosa, Fuentes, Bolaño, Poniatowska, Anaya, Cisneros, Dorfman, Allende, Mastretta, and Volpi.

**SPAN 440. Spanish and/or Latin American Film (3)**

Three hours per week. Using a selection of recognized films, this course seeks to expand the view on Spain and Latin America through an emotional approach and a critical analysis of Spanish and Latin American societies, the construction of genders, and the political components in cinema.

**SPAN 445. US Latino Culture and Literature (3)**

Three hours per week. Critical analysis of Latino and Hispanic literature, visual arts, cinema, popular culture, and social movements of the communities living in the United States, with special emphasis on the contemporary period.

**SPAN 450. Special Topics on Spain and Latin America (3)**

Three hours per week. May be repeated for credit when the content has significantly changed. Possible topics are on a single author, a survey of Spanish and Spanish-American writers, periods, genres, themes, or film.

---

**Sport Business Courses**

**SPO 300. Introduction to the Business of Sport (3)**

This course surveys the business of sport including the administration, marketing, ethics, governance and compliance at the community, scholastic, amateur and professional levels. This course also examines the social/cultural history of sports and its influence on our social institutions, politics, the economy, and government.

**SPO 301. Sport Finance and Economics (3)**

Prerequisites: SPO 300, ECON 201, ECON 202, ACCT 201 and ACCT 202. This course examines and applies the basics of finance and economics to the business of sports and sports leagues. Topics include industry structure, labor relations, economic impact studies and empirical analyses. Financial analysis focusing on the time value of money, return on investment, and valuation as it relates the sport industry will also be covered.

**SPO 303. International Aspects of Sport (3)**

Prerequisites: SPO 300 and ECON 201. This course presents a global focus on sport by recognizing social issues, the variety of organization and administration of sports across countries at the amateur and professional levels. Topics broaden perspectives and study the global implications related to operating and promoting sports in an international context.

**SPO 320. Sport Facility and Event Management (3)**

Prerequisite: SPO 300. This course provides the foundation for sport facility management, event functions, logistics and the financing of venues. The application of legal issues, contracting, marketing and successful promotion within a sport context will also be examined.

**SPO 370. Sport Promotion and Technology (3)**

Prerequisites: SPO 300, MKG 301 and DSIM 203RI. This course addresses sport promotion and public relations using a technology and e-commerce approach. Topics include strategic planning, marketing information management, communication, customer acquisition, event promotion and sales, monetization of brand sponsorship and the use of innovative promotional techniques.

**SPO 450. Sport Law and Compliance (3)**

Prerequisites: SPO 300 and MGT 321. This course covers sports law issues at the scholastic, collegiate and professional levels. Topics include compliance with governing bodies, labor and antitrust law, contracts related to sponsorships, athletes and events, and ethical decision-making.

**SPO 460. Sport Business Strategy (3)**

Prerequisites: senior status, SPO 320 and SPO 370. This course serves as the senior-level capstone course. Students will be required to develop and produce a comprehensive project utilizing concepts learned in previous sport business courses.

**SPO 480. Special Topics in Sport (3)**

Prerequisite: permission of the instructor. A study of selected topics of major interest in Sport Business not covered in other course offerings. The topic for the semester will be indicated in advance, and the students may repeat the course one time, for a maximum credit of six hours, so long as the topic is different.

**SPO 490. Internship in Sport Business (var. 0-6)**

Prerequisites: Junior or senior status or departmental approval. For additional information, see the internship requirements under the Davis College of Business section in this catalog.

**Sport Management Courses****SPT 500. Managerial Accounting (3)**

Prerequisite: None. The course objective is to provide today's managers with effective tools of financial accounting to employ when considering alternative strategies and making decisions.

**SPT 501. Statistical and Quantitative Analysis for Managers (3)**

Prerequisite: None. This course introduces students to a variety of quantitative tools and techniques utilized by managers to enhance managerial decision-making. Introductory topics include use of spreadsheet tools, probability, descriptive and inferential statistics, linear programming and regression analysis.

**SPT 502. Essentials of Finance and Economics (3)**

Prerequisite: SPT 500. The objectives of this course are to provide students with a basic understanding of a) how individuals and firms make economic and financial decisions, b) how markets function, and c) how the overall economy operates.

**SPT 503. Marketing Analysis (3)**

Prerequisite: None. This course introduces the concept of marketing, factors that influence marketing management, and the role of marketing in society and business.

**SPT 504. Leadership & Ethics (3)**

Prerequisite: None. This course focuses on behavioral science concepts and research findings directed toward the understanding of human behavior in various social contexts. Students will examine the complexities in which new demands are changing the way leadership and ethical decision-making in various settings.

**SPT 510. Sport Revenue Strategy (3)**

Prerequisite: SPT 503. This course will examine the unique nature of marketing sport as both a participatory and spectator event. The principles of marketing and marketing management will be

introduced and integrated with application to sport and sports-related organizations, as well as with non-sport organizations that affiliate with sport properties. The real-life applications of these concepts in the context of high school, collegiate and professional sport teams as well as sport equipment manufacturers and sport events will be highlighted.

### **SPT 520. Sport Law & Ethics (3)**

Prerequisite: None. This course will provide an advanced understanding of legal proceedings, legal research, and ethical issues in sport. It will also cover the legal aspects of managing and regulating amateur and professional sport organizations, which include but are not limited to: injury liability, risk management, antitrust considerations, constitutional/civil rights of athletes, labor relations and contract negotiations. It will also examine ethical decision-making in a variety of environments relative to the sport industry.

### **SPT 530. Sport Economic & Financial Analysis (3)**

Prerequisites: SPT 500 and SPT 502, or ACCT 509 and ECON 509 and FIN 509. This course will cover relevant economic and financial theories with real-world applications to the sport industry. Students will build on fundamental topics of finance and economics and develop skills required for successful operation of a variety of sport entities. Students will study how markets and pricing impact the economic environment in which sport organizations operate.

### **SPT 540. Sport Sponsorship (3)**

Prerequisites: SPT 503 and SPT 510. This course is designed to provide a detailed examination of the relationship between sport and corporate sponsorship. Topics covered will include the theoretical premise of sponsorship, alignment marketing, strategic communication through sponsorship, determining the value of sponsorship, and evaluation of sponsorship activities. Perspectives from the property offering a sponsorship and from the organization serving as the sponsor will be considered.

### **SPT 550. Sport Analytics (3)**

Prerequisite: SPT 501 or DSIM 509. This course provides an operational understanding of research, evaluation methods, and statistical applications to aid decision-makers in the sport industry. Emphasis will be placed on how the application of analytics aids the decision-making process with respect to marketing, pricing and management.

### **SPT 560. Sport Event & Facility Management (3)**

Prerequisite: None. This course covers the many details involved in planning, organizing, operating, and evaluating sport facilities and events. Students will also learn how to assess risk, and negotiating techniques for promoters & contractors. It will also examine the connection between facility/venue management and event management, event operations and logistics, facility and event programming and scheduling, and facility and event marketing.

### **SPT 570. Sport Management Capstone (3)**

Prerequisites: This is the capstone course for the program. Students should enroll in this course during their last semester participating in the program. The focus of this course will be strategic management and leadership in the sport industry by refining skills developed in the program. Students may work individually or as a group to develop a project encapsulating their knowledge and skills for a final presentation.

### **SPT 575/KIN 575. Movement Performance Analytics (3)**

Cross-listed with KIN 575. Prerequisites: None. This course will cover in detail topics associated with modern technology and training in preventing injuries, detecting early warning signs of fatigue and

failure and improving overall performance to help keep athletes on the field perform at elite levels for a longer period of time. Credit cannot be awarded both SPT 575 and KIN 575.

**SPT 580. Special Topics (var. 1-3)**

Course content will vary depending on needs and interests of students. May be repeated for credit when topic changes for a maximum of six hours.

---

**Sustainability Courses**

**SUST 215/PHIL 215. Environmental Ethics (3)**

Cross listed with PHIL 215. Three hours per week. This course studies the ethical dimensions of the environmental impact of human activities such as development and the disposal of industrial wastes. It also will explore the ethical responsibilities of environmental scientists themselves. Credit cannot be awarded for both SUST 215 and PHIL 215.

**SUST 320/GEOG 320/SOC 320. Green Criminology (3)**

Cross-listed with GEOG 320 and SOC 320. Three hours per week. Prerequisite: None. This course is focused on a developing field of criminology: Green Criminology. Green criminology has emerged in recent years from issues relating to environmental and social harm. The study of environmental harm and 'crimes against nature' has become an increasingly popular area of research amongst criminologists. Some of the topics addressed in this class include: climate change and social conflict; threats to biodiversity; pollution and toxic waste; environmental victims; environmental regulation, law enforcement and courts; environmental forensic studies; environmental crime prevention. The goal of this course is to inspire students to research and critique environmental crimes and harms. This course will provide a platform to develop innovative approaches to negotiating this landscape in ways that lead to solutions. Credit can only be awarded for one course, either SUST 320, or GEOG 320, or SOC 320.

**SUST 335/ECON 335/GEOG 335. Sustainability (3; F)**

Cross-listed with ECON 335 and GEOG 335. Three hours per week. Prerequisite: ECON 201. This course is an exploration of the three components fundamental to sustainable development: economic growth, environmental protection, and social equity. Students review basic concepts and theories of both microeconomics and macroeconomics, including costs and benefits, economic growth, income, wealth, equity, and poverty, and then explore how nations, through economic growth, can meet their basic needs of employment, food, energy, water, and sanitation. Students also examine how natural resources can be used, conserved, and enhanced. Credit can only be awarded for one course, either SUST 335, ECON 335, or GEOG 335.

**SUST 400. Special Topics: Sustainability (var. 1-3)**

One to three hours per week. May be repeated for credit as long as the topic is different. An in-depth study of selected contemporary subjects in the growing field of sustainability. Topics will be indicated in advance.

**SUST 410/SOC 410/GEOG 410. Green Societies (3)**

Cross listed with SOC 410 and GEOG 410. This course explores the social components of environmental concerns and strongly highlights the role of community. Specific topics include population, social structures, technology, food systems, fuel & transportation, environmental disasters, environmental racism, scarcity and the environmental justice framework. Students apply major theoretical perspectives from the field of sociology to these topics. Credit can only be awarded for one course, either SUST 410, SOC 410, or GEOG 410.

**SUST 480WS. Sustainability Capstone (3; S)**

Three hours per week. Prerequisite: Senior status or permission of the instructor. Students will apply and expand what they learn in the Sustainability degree through a collaborative research project for an outside company or organization. Students will be required to make several oral presentations on their project with the professor and their peers. Formal papers of their work will be required with a minimum of 6,000 words.

---

**Theatre Arts Courses****THEA 110. Theatre Appreciation (3)**

Three hours per week. Satisfies a fine art elective for any and all majors. Provides an overview of all aspects of theatre and theatre production: acting, directing, playwriting, theatre history and technical theatre. Designed for the student wishing to know more about the world of theatre.

**THEA 113. Acting I (3)**

Training in the basic skills of the actor's craft. Monologues, scenes and exercises are used to examine the techniques an actor uses to establish a character. Exploration of skills found in the physical, emotional, intellectual and spiritual aspects of the human condition. Exercises include objective, beat work and beginning text analysis, sense memory, and personalization. Extensive rehearsal time is required outside of class time.

**THEA 114. Acting II: Scene Study (3)**

Prerequisite: THEA 113 or permission of instructor. A continuation of THEA 113 with emphasis on scene study, staging, rehearsal, and performance.

**THEA 189. Core Seminar (3-4)**

The seminar is an intensive study of a topic from the perspective of a particular discipline. The course introduces students to basic research principles and methods appropriate to the discipline. All seminar courses include research assignments appropriate to the 100 level. Seminars also emphasize discipline-appropriate communication skills, including writing, oral presentation, and/or artistic expression. Seminars may be cross-listed to promote inter-disciplinary studies. May be repeated for credit when topic is different.

**THEA 202. Production Practicum I (1)**

May be repeated for credit. All theatre majors must enroll in Production Practicum I or II each semester. Production Practicum I is designed for freshman, sophomore BA and BFA students. Course meets formally one hour per week. Basic laboratory experience associated with the semester's productions. Assigned tasks in performance and/or production. Course meets concurrently with Production Practicum II.

**THEA 206. Make-Up for the Theatre (3)**

Three hours per week. Prerequisite: THEA 113 or permission of instructor. An introduction to design principles with practical experience in makeup mixing, design, and application.

**THEA 215. Stagecraft (3)**

An introduction to stagecraft and design, including the tools, materials, equipment, and techniques used for the design and construction of scenery and properties for the stage, film and the entertainment field. Class meets two hours a week and requires two consecutive hours per week of lab work in the scenic studio. Lab hours are offered from 9am until noon and again from 1pm until 4:30pm Monday through Friday.

**THEA 260SI. Voice & Diction (3)**

Three hours per week. Study of standard American speech with emphasis on the actor's voice and diction. Emphasis on resonance, breath control, vocal relaxation and posture using a variety of contemporary approaches to vocal training. Satisfies speech intensive component of the University requirements.

**THEA 302. Production Practicum II (1)**

May be repeated for credit. All theatre majors must enroll in Production Practicum I or II each semester. Production Practicum II is designed for junior and senior BFA students. Course meets formally one hour per week. Basic laboratory experience associated with the semester's productions. Assigned tasks in performance and/or production. Course meets concurrently with Production Practicum I.

**THEA 310. Acting for the Healthcare Sciences (3; S)**

Three hours per week. This elective course is designed to introduce students to the purpose and benefits of the application of Theatrical Arts within the Healthcare Sciences, and equally, the study of Healthcare Sciences and its benefits in theatrical performance. Students will survey modern applied theatre practices and define the evolving role of theatre in the Health Sciences, act and portray both patients and caregivers in theatrical and simulation settings, and, study the art and craft of moulage, or, applying make-up to portray injury, illness, and disease.

**THEA 312. Acting III: Auditioning (3)**

Three hours per week. Prerequisite: THEA 113 or permission of the instructor. May be repeated for credit. Principles and techniques in various forms of auditioning including cold readings, cattle calls and call backs. Course also includes portfolio and resume development.

**THEA 313. Acting IV: Periods and Styles (3)**

Prerequisite: THEA 113 or permission of instructor. The study of pre-modern acting styles. Practical application of styles through in-class period scene study.

**THEA 314. Stage Lighting (3)**

Three hours per week. Illustrated lectures covering the elementary theory of light and electricity with emphasis on aesthetic effects on stage and planning light plots. Practical work in design, repair, and operation of stage, film, and television lighting systems. Class meets formally two times per week. In addition to in class time, students enrolled in this class will serve on the stage lighting crew. The stage lighting crew will participate in the engaged learning experience of hanging, focusing and lighting system implementation for productions.

**THEA 320. Stage Management (3)**

Three hours per week. Comprehensive course including all aspects of stage management. Students will develop a complete stage manager prompt book including standard blocking notation, rehearsal scheduling, technical cues, prop lists, call times and all paperwork required for production. Students will learn proper guidelines under the SAG and IASTSE union rules. Course also covers the psychology of working with directors, designers, actors, and crew members.

**THEA 325. Scene Painting (3)**

Three hours per week. Prerequisite: THEA 215. Practical application of scenic painting for the theatre, film and television. Course covers materials and tools used by scenic artists, and practical application of all techniques and procedures. Course meets once a week for three hours.



**THEA 330. Playscript Fundamentals (3)**

Three hours per week. In-depth study of play structure including classic, episodic, absurdist and plot-less writing styles. Study also includes political, social, and historical implications of writing styles.

**THEA 360. Voice & Diction II: Dialects (3)**

Three hours per week. Prerequisite: THEA 260SI or permission of instructor. An exploration of dialects frequently used in performance, based on an understanding and usage of IPA standards.

**THEA 376. Special Topics (var. 1-6)**

May be repeated for credit as the topic changes. Special topics and subjects in the study of theatre.

**THEA 389SI. Theatrical Design (3)**

Prerequisite: THEA 215. Study of design for theatre including research and drawing techniques, collaboration, script analysis and design development. Satisfies University requirements for a speech-intensive course in the major.

**THEA 401. Advanced Production Practicum (var. 1-3)**

Permission of instructor. May be repeated for credit. Credit for practical experience in theatrical productions. Class meets formally one hour per week and requires extensive work outside of class meeting time. Students hold supervisory positions on productions.

**THEA 405. Acting V: Film and Media (3)**

Three hours per week. Prerequisite: THEA 114 or permission of the instructor. May be repeated for credit. Principles, terminology, and techniques for acting for film and television. Content includes acting techniques for commercials, soap operas, industrial films, sitcoms and episodics.

**THEA 411WI. Theatre History I (3)**

Three hours per week. Prerequisite: THEA 330. The study and development of theatre from its origins up to the 17<sup>th</sup> century with emphasis on dramatic theory, playwriting styles, production styles, physical theatre, and the impact of theatre on society. Satisfies University requirements for a writing-intensive course in the major.

**THEA 412WI. Theatre History II (3)**

Three hours per week. Prerequisite: THEA 330. The study and development of theatre from the Restoration period to the present, with emphasis on dramatic theory, playwriting styles, production styles, physical theatre, and the impact of theatre on society. Need not be taken in sequence. Satisfies University requirements for a writing-intensive course in the major.

**THEA 414. Advanced Lighting (3)**

Three hours per week. Prerequisite: THEA 314. May be repeated for credit. Continuation of THEA 314 with emphasis on more advanced conceptualization with extensive practical applications.

**THEA 415. Advanced Stagecraft (3)**

Three hours per week. Prerequisite: Permission of instructor. May be repeated for credit. Continuation of THEA 315 with extensive production participation. Students hold supervisory positions on productions.

**THEA 476. Special Topics (var. 1-6)**

Three hours per week. May be repeated for credit as the topic changes. Particular topics and subjects in the study of acting theatre technology.

**THEA 490. Theatre Internship (var. 1-12)**

Minimum average of 12 hours per week with an appropriate theatrical organization. May be repeated for maximum of twelve credits. The program will provide the student with an opportunity to participate in a theatrical organization and to learn the operation and management of a theatre. Students requesting internships for more than 3 hours credit must present proposal to full Theatre Arts faculty for approval.

---

**Women's and Gender Studies Courses****WGS 201. Introduction to Women's and Gender Studies: History, Theory, Practice (3; F, S)**

This interdisciplinary survey course will introduce students to Women's and Gender Studies through readings that may include literature, historical works, theoretical essays, films, and visual art. Particular attention will be paid to grounding students in the ways that theories of gender intersect with cultural practices.

**The following WGS courses are cross-listed courses and may be repeated if the topic has changed.****WGS 220. Social Sciences (var. 1-3)**

Any course from the Division of Social Sciences cross listed at the 200-level.

**WGS 221. Humanities (var. 1-3)**

Any course from the Division of Humanities cross listed at the 200-level.

**WGS 222. Science and Mathematics (var. 1-3)**

Any course from the Division of Science and Mathematics cross listed at the 200-level.

**WGS 223. Health Sciences (var. 1-3)**

Any course from the College of Health Sciences cross listed at the 200-level.

**WGS 224. Business (var. 1-3)**

Any course from the Davis College of Business cross-listed at the 200-level.

**WGS 225. Fine Arts (var. 1-3)**

Any course from the College of Fine Arts cross listed at the 200-level.

**WGS 226. Education (var. 1-3)**

Any course from the School of Education cross listed at the 200-level.

**WGS 227. Interdisciplinary (var. 1-3)**

Any course from another area cross listed at the 200-level.

**WGS 320. Social Sciences (var. 1-3)**

Any course from the Division of Social Sciences cross listed at the 300-level.

**WGS 321. Humanities (var. 1-3)**

Any course from the Division of Humanities cross listed at the 300-level.

**WGS 322. Science and Mathematics (var. 1-3)**

Any course from the Division of Science and Mathematics cross listed at the 300-level.

**WGS 323. Health Sciences (var. 1-3)**

Any course from the College of Health Sciences cross listed at the 300-level.

**WGS 324. Business (var. 1-3)**

Any course from the Davis College of Business cross-listed at the 300-level.

**WGS 325. Fine Arts (var. 1-3)**

Any course from the College of Fine Arts cross listed at the 300-level.

**WGS 327. Interdisciplinary (var. 1-3)**

Any course from another area cross listed at the 300-level.

**WGS 420. Social Sciences (var. 1-3)**

Any course from the Division of Social Sciences cross listed at the 400-level.

**WGS 421. Humanities (var. 1-3)**

Any course from the Division of Humanities cross listed at the 400-level.

**WGS 422. Science and Mathematics (var. 1-3)**

Any course from the Division of Science and Mathematics cross listed at the 400-level.

**WGS 423. Health Sciences (var. 1-3)**

Any course from the College of Health Sciences cross listed at the 400-level.

**WGS 424. Business (var. 1-3)**

Any course from the Davis College of Business cross-listed at the 400-level.

**WGS 425. Fine Arts (var. 1-3)**

Any course from the College of Fine Arts cross listed at the 400-level.

**WGS 427. Interdisciplinary (var. 1-3)**

Any course from another area cross listed at the 400-level.

---

**World Language Courses****WL 101-102. Elementary Language (var. 3-4)**

14 hours per credit. Prerequisite: None for WL 101. WL 101 is prerequisite for WL 102. These courses initiate a student's development of the four basic language skills – speaking, listening, reading, and writing – through daily in-class activities, frequent assignments completed at home, use of a Language Laboratory and the Internet when available. In addition, the student is introduced to the regions where the language studied is spoken, and to the cultures of their peoples, through informative texts, video excerpts, authentic World Wide Web sites and/or real life experience in the case of Study Abroad.

**WL 201-202. Intermediate Language (var. 3-4)**

14 hours per credit. Prerequisite: WL 102 or equivalent for WL 201. WL 201 or equivalent is prerequisite for WL 202. These courses continue the student's development of the four basic language skills – speaking, listening, reading and writing – and augment their knowledge of the regions where the language studied is spoken and of the cultures of the peoples living in those parts of the world. Building on the foundation of previous language study, these courses are designed for those who have already achieved an elementary mastery.

**WL 325. Special Topics in Language (3)**

42 hours. May be repeated for credit once when the topic has changed. The study of a special topic, taught in the target language, and related to literature, language acquisition or civilization.

## Administration

---

### President

**Timothy P. Cost '81**

President; B.A., Jacksonville University; M.B.A., University of Rochester

**Scott Bacon**

Senior Vice President, Marketing & Communications

**Margaret Dees '86**

Senior Vice President, Economic Development & External Engagement

**Diana Donovan '11**

Executive Director, Office of the President

**Randal Freebourn**

Senior Vice President, Financial & Facilities Management

**Dr. Kristie Gover**

Senior Vice President & Dean of Students

**Kimberly Jones**

Senior Vice President, University Advancement

**Alex Ricker-Gilbert**

Senior Vice President, Athletic Director

**Dr. Christine Sapienza**

Senior Vice President, Interim Provost

**Bob Stewart**

Senior Vice President, Enrollment Management

---

### President's Council

**Timothy P. Cost '81**

President

**Ellita Black**

Executive Assistant to the President

**Scott Bacon**

Senior Vice President, Marketing & Communications

**Dr. Cheryl Bergman**

Interim Dean, Brooks Rehabilitation College of Healthcare Sciences and Professor of Nursing

**Kerry Boggus**

Chair, Employee Advisory Council

**MacKenzie Bolin**

Presidential Fellow

**Caroline Busker**

Coordinator of Special Events

**Dr. Don Capener**

Dean, Davis College of Business

**Dr. Sandra Coyle**

Interim Dean, College of Arts and Sciences and  
Professor of English

**Margaret Dees '86**

Senior Vice President, Economic Development  
& External Engagement

**Diana Donovan '11**

Executive Director, Office of the President

**Leticia Fontes Ferraz**

President, Jacksonville University Student  
Government Association (SGA)

**Randal Freebourn**

Senior Vice President, Financial & Facilities  
Management

**Mitch Gallo**

Presidential Fellow

**Artis Gilmore '71**

Special Assistant to the President

**Dr. Mary Gipson**

Chair of the Faculty and Professor of Nursing

**Valeria Gonzalez-Kerr, Brigadier General (ret)**

Director of Strategic Initiatives

**Dr. Kristie Gover**

Senior Vice President & Dean of Students

**Thomas Hall**

Chief Information Officer

**Sherri L. Jackson**

Vice Provost

**Kimberly Jones**

Senior Vice President, University Advancement

**Tara Jones**

Chief Student Financial Assistance Officer

**Dr. C. K. Kwai**

Chief International Affairs Officer

**Gregory Lincoln**

Director, Institutional Effectiveness & Research

**Richard A. Mullaney**

Director, Public Policy Institute

**Alex Ricker-Gilbert**

Senior Vice President, Athletic Director

**Renee Rossi**

Director, Research and Sponsored Programs

**Dr. Christine Sapienza**

Senior Vice President, Interim Provost

**Dr. Tim Snyder**

Interim Dean, College of Fine Arts and  
Associate Professor of Music

**Robert Stewart**

Senior Vice President, Enrollment Management

**Tom Taggart**

Chief Admissions Officer

**Dr. A. Quinton White, Jr.**

Executive Director, MSHI and Professor of  
Biology and Marine Science

**James Williams**

Director, Human Resources

**Keri Zeigler**

General Manager, ARAMARK

## University and Academic Affairs

### **Christine Sapienza**

Interim Provost and Senior Vice President of Academic Affairs; Professor of Communication Sciences & Disorders; B.A., M.A., Ph.D., State University of New York - Buffalo

### **Sherri L. Jackson**

Vice Provost; Professor of Psychology; B.A., North Adams State College; M.S., Ph.D., University of Florida

### **Lee Ann Clements**

Associate Provost; Professor of Biology & Marine Science; B.A., University of Virginia; M.S., Ph.D., University of South Carolina

## Colleges and Schools

### Arts and Sciences

#### • **Sandra Lynn Coyle**

Interim Dean, College of Arts and Sciences; Professor of English; B.A., Augusta College; M.A., Ph.D., University of South Carolina

#### • **Humanities**

##### **Scott Kimbrough**

Chair, Division of Humanities; Professor of Philosophy; B.A., Southwestern University; Ph.D., University of Pennsylvania

#### • **Millar Wilson Laboratory**

##### **Lucinda B. Sonnenberg**

Research Professor of Chemistry; Director of the Millar Wilson Laboratory; B.A., University of South Florida; M.S., University of Florida; Ph.D., University of North Carolina

#### • **NROTC**

##### **Glen Leverette '96**

Commanding Officer/Professor of Naval Science; B.S., United States Naval Academy; M.A., Jacksonville University; M.A., Naval War College

#### • **Science and Mathematics**

##### **W. Brian Lane '03**

Chair, Division of Science and Mathematics; Professor of Physics; B.S. Jacksonville University; M.S., Ph.D. University of Florida

#### • **School of Education**

##### **Colleen M. Wilson '98**

Chair, Teacher Education Program, Associate Professor of Education; B.A., Flagler College; M.A.T., Jacksonville University; Ed.D. University of North Florida

#### • **Social Sciences**

##### **Jesse J. Hingson**

Chair, Division of Social Sciences; Professor of History; B.A., M.A., Marshall University; Ph.D., Florida International University

#### • **Wilma's Little People School**

##### **Jeanine Garrett**

Assistant Resource Professor of Education

## Business

### **Don Capener**

Dean, Davis College of Business and Shircliff Chair of Entrepreneurship & Business Strategy; B.A., Brigham Young University; M.B.A., Thunderbird School of Global Management; Ph.D., International School of Management

### **Douglas L. Johansen**

Associate Dean and Director of Graduate Programs, Davis College of Business; Associate Professor of Marketing and International Business; B.A., University of Iowa; Ph.D., Florida State University

#### • **Accounting/ Economics/ Finance**

### **Robert L. Boylan**

C.P.A.; Chair, Department of Accounting, Economics, and Finance; Guy Botts Chair of Finance; Professor of Accounting; B.A., Franklin and Marshall College; M.B.A., University of New Hampshire; Ph.D., Duke University

#### • **School of Aviation**

### **Matthew Tuohy, Captain USN (Ret), '75, '03**

Director, School of Aviation; B.S., Jacksonville University, M.A., The Newport College, M.A., Naval War College, M.B.A., Jacksonville University

### **Alix Melchionna '17**

Interim Associate Director of the School of Aviation; Resource Instructor of Aviation; B.S., M.S., Embry-Riddle Aeronautical University; M.B.A., Jacksonville University

## Fine Arts

### **Timothy Snyder**

Interim Dean, College of Fine Arts; Chair, Division of Music; Associate Professor of Music; Director of Choral Activities; B.M., M.M., Colorado State University; M.M., Yale University; D.M.A., University of Colorado-Boulder

#### • **Management/Decision Sciences and Information Sciences**

### **Angela Mattia**

Chair, Department of Management and Decision Sciences and Information Management; Associate Professor of Decision Sciences and Information Management; B.S., Old Dominion University; M.S., Ph.D., Virginia Commonwealth University

#### • **Marketing/International Business**

### **George Gresham**

Chair, Department of Marketing and International Business; Professor of Marketing; B.S., M.S., South East Missouri State University; Ph.D., Old Dominion University

#### • **Sport Business**

### **Carol Dole**

Chair, Department of Sport Business; DuPont Endowed Chair; Professor of Economics; B.S., University of Florida; M.B.A., University of Cincinnati; M.S., Ph.D., University of Florida

#### • **Visual Arts**

### **Dana Tupa**

Chair, Division of Visual Arts; Professor of Art; B.F.A., Texas Woman's University; M.F.A., Tulane University

• **Theatre and Dance**

**Brian Palmer**

Chair, Division of Theatre & Dance; B.F.A., Associate Professor of Dance; Radford University; M.F.A., Florida State University

• **Music**

**Timothy Snyder**

Chair, Division of Music; Associate Professor of Music; Director of Choral Activities; B.M., M.M., Colorado State University; M.M., Yale University; D.M.A., University of Colorado-Boulder

---

**Healthcare Sciences**

**Cheryl Bergman**

Interim Dean, Brooks Rehabilitation College of Healthcare Sciences; Professor of Nursing; B.S.N., University of Kansas; M.S.N., University of Florida; Ph.D., Barry University

**Kathleen Kavanagh**

Director of Simulation and Health Care Innovation; Assistant Professor of Nursing, B.S.N. Felician College, M.S.N., University of Medicine & Dentistry of N.J., D.M.H., Drew University

• **Applied Health Sciences**

**Roberta Christopher**

Interim Chair, Department of Kinesiology; Assistant Professor of Nursing; B.S.N., M.S.N., University of North Florida; Ed.D., University of Phoenix

**Whitney George**

Chair, Department of Clinical Mental Health Counseling; Assistant Professor of Clinical Mental Health Counseling; B.A., Tulane University; M.A., Boston College; M.Ed., Ed.S., Ph.D., University of Florida

**Brandy Gustavus**

Chair, Department of Health Informatics; Assistant Professor of Health Informatics; B.S., M.S., Texas State University, D.H.S.C., A.T. Still University

**Natalie Indelicato**

Clinical Director of Clinical Mental Health Counseling; Assistant Professor of Clinical Mental Health Counseling; B.S., M.Ed., Ph.D., University of Florida

**Michael Justiss**

Chair, Department of Occupational Therapy; Associate Professor of Occupational Therapy; B.S., University of Pittsburgh; M.O.T., Duquesne University; Ph.D., University of Florida

**Judith Wingate**

Chair, Department of Communication Sciences & Disorders; Associate Professor of Communication Sciences & Disorders; B.A., Charleston Southern University; M.S., University of South Florida; Ph.D., University of Florida

**Heather Hausenblas**

Associate Dean, Applied Health Sciences; Professor of Kinesiology; B.A., McMaster University; Ph.D., University of W. Ontario

• **Nursing**

**Michelle Edmonds**

Interim Associate Dean, Keigwin School of Nursing; Professor of Nursing; B.S.N., M.S.N., University of North Florida; Ph.D., Barry University

**Carla Fry '08**

BISK Center Director, Undergraduate; Associate Professor of Nursing; A.S.N., Regents College; B.S.N., Kent State University; M.S.N., Jacksonville University; Ph.D., University of Florida



**Dorcas Kunkel**

Coordinator of RN-BSN Programs; Assistant Professor of Nursing; B.S.N., Minot State University; M.S., D.N.P., University of Minnesota

**Hilary Morgan**

Director of Graduate Nursing Programs; Assistant Professor of Nursing; B.S.N., Vanderbilt University; M.S.N., Boston College; Ph.D., Barry University

**Teresa MacGregor '94**

BISK Center Director, Graduate; Assistant Professor of Nursing; B.S.N., Jacksonville University; M.S.N., Ph.D., University of Florida

**Jessica Shearer '03**

Director of Undergraduate Programs; B.S.N., Jacksonville University; M.S.N., Nova Southeastern University

**•Orthodontics****James Trouten**

Program Director, School of Orthodontics; M.S.D., Case Western Reserve University; D.D.S., The Ohio State University; Certificate in Orthodontics, Case Western Reserve University

**Oscar Olavarria**

Chair, School of Orthodontics; Clinical Assistant Professor of Orthodontics; D.D.S., Universidad Central de Venezuela; C.F.D., C.A.G.S., New York University

## Academic Affairs Departments

### Academic Advising Center

**Roderick C. Jungbauer '76**

Director of Academic Advising; B.M., Jacksonville University; M.M.Ed., Florida State University

**Michelle Green '18**

Academic Advisor, ADP; B.S., University of North Florida; M.S., Jacksonville University

**Nancy F. Howard**

Academic Advisor; B.A., M.S., Indiana University

**Cheryl Lentes**

Academic Advisor; B.A., University of Rio Grande; M.A., Marshall University

**Cathy Mansor**

Academic Advisor; B.A., Hiram College; M.A., John Carroll University

### Academic Support/First-Year Experience

**Jody Kamens**

Director of Academic Support and First-Year Experience; B.A., Pennsylvania State University; M.Ed., Antioch University New England

---

### Center for Teaching and Learning

**Annamarie Kent-Willette**

Director, Marilyn Repsher Center for Teaching and Learning; Professor of Communications; B.A., M.A., University of South Florida, Ed.D., University of North Florida

**Dee Thornton '97, '99**

Director of Academic Technology; B.S., M.A.T., Jacksonville University

---

## Experiential Learning/Service Learning

### **Laura C. Atkins**

Director of Service Learning; Assistant Professor of Sociology; B.A., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Illinois at Urbana-Champaign

---

## Honors

### **Janet Morgan Haavisto**

Director, Honors Programs; Professor of English & Director of Academic Enrichment; B.S., M.A., Middle Tennessee State University; Ph.D., University of Florida

---

## Institutional Research and Assessment

### **Gregory Lincoln**

Director, Institutional Research & Assessment; B.A., Concordia College

### **Christina Vercruysse**

Coordinator of Research & Assessment; B.A. University of North Florida

---

## International Affairs

### **C. K. Kwai**

Director of International Affairs; B.S., M.B.A., Winona State University; Ph.D., University of Minnesota

## Library

### **Jessica Collogan**

Director of the Library, Assistant Professor; B.A., M.L.S., University of South Florida

### **Allison Crawford**

Resources Faculty; Access Services Librarian and Assistant Professor; B.S., University of North Alabama; M. Ed., Middle Tennessee State University; M.I.L.S., Valdosta State University

### **Paula S. McIntyre**

Collection Development Librarian and Associate Professor; B.A., East Texas State University; M.L.S., Florida State University

### **Olivia Hattan-Edwards**

Resources Faculty; Access Services Librarian and Assistant Professor; B.S.A., University of South Florida; M.L.I.S., Valdosta State University

### **Nancy Tucker**

Resources Faculty; Reference and Instruction Librarian and Assistant Professor; B.A., Franklin University; M.L.I.Sc., University of Hawai'i at Mānoa

---

## Marine Science Research Institute

### **A. Quinton White, Jr.**

Executive Director for the Marine Science Research Institute, Professor of Biology and Marine Science; American Council on Education Fellow (1997-98); B.S., North Carolina Wesleyan College; M.S., University of Virginia; Ph.D., University of South Carolina

### **G. Christopher Fischer**

Explorer in Residence

---

## Public Policy Institute

### **Richard A. Mullaney**

Director, Public Policy Institute; B.A., University of Florida; J.D., University of Florida Levin College of Law

## Strategic Initiatives

### **Valeria Gonzalez-Kerr, Brigadier General (ret)**

Director, Strategic Initiatives; B.A., University of Puerto Rico, Bayamon; M.B.A., Touro University International; M.S., M.A., Army War College

## Enrollment Management

### **Robert Stewart**

Senior Vice President, Enrollment Management; B.A., Greensboro College; M.S., Duquesne University

## Admissions

### **Tom Taggart**

Chief Admissions Officer; B.A., M.S., Miami University

### **Kendrick Dunklin**

Director of Admissions & Recruitment; B.A., M.L.A., Spring Hill College

### **Pamela Adrian**

Assistant Director of Graduate Admissions; B.S., M.S., The College of New Rochelle

### **Tonya Alford**

Assistant Directory of Graduate Admissions; B.F.A., University of Georgia

### **Terri Bush**

Admissions Project Manager; B.A., University of North Florida

### **Taira Campbell**

Admissions Event Coordinator; B.A., B.S., Auburn University

### **Kree Clark '16**

Athletics Admissions Officer; B.B.A., M.S., Jacksonville University

### **Donna Crowley**

Undergraduate Admissions Officer; B.A., Flagler College

### **Stephanie Frances '17**

Undergraduate Admissions Officer; B.B.A., Jacksonville

### **Christopher Hicks '17**

Undergraduate Admissions Officer; M.F.A., Jacksonville University

### **Kristen Kirkendall '17**

Communications Coordinator; B.A., Elon University; M.Ed., Jacksonville University

### **Erin McFeely**

Assistant Director of Admissions; B.S., California Baptist University

### **AnnaMaria Murphy '18**

Assistant Director of Graduate Admissions; B.S., Fontbonne University; M.B.A., Stetson University; M.S., Jacksonville University

### **Rakia Naze**

Assistant Director of Graduate Admissions; B.A., Georgia State University; M.Ed., Armstrong Atlantic State University

**Blair Skidmore**

Assistant Director of Enrollment Technology;  
B.S., Union College

**Jessica White '16**

Undergraduate Admissions Officer; B.S., M.Ed.,  
Jacksonville University

**Julia Wiesner**

Undergraduate Admissions Officer; B.S., Old  
Dominion University

**Daniel Willette '05**

Undergraduate Admissions Officer; B.F.A.,  
Jacksonville University

## Office of Student Financial Assistance

**Tara Jones**

Chief Student Financial Aid Officer; B.S.,  
Kentucky Christian University; M.N.A.,  
University of Notre Dame

**Charles Moore**

Director of the Office of Student Financial Aid  
Assistance; B.A., Marshall University

**Kerry Boggus '08**

Student Financial Assistance Counselor and VA  
Certifying Official; B.S., Jacksonville University

**Rob Lowman**

Assistant Director of Financial Aid; B.S.,  
Appalachian State; M.S., West Virginia  
University

**Donna Bratcher**

Student Employment Counselor

**Misty Pippen**

Student Employment Coordinator

**Sherry Bruggemann**

Student Financial Assistance Counselor

**Brooke Sellars '12**

Student Financial Assistance Counselor; B.S.,  
Jacksonville University

**Ayron Hardy '11**

Financial Aid Representative; B.B.A, Jacksonville  
University

**Teresa Singletary**

Associate Director; B.A., University of Florida;  
M.A., University of Colorado, Boulder

## Bursar

**Robert Brown**

B.S., M.B.A., Spring Hill College

## Registrar

**Carolyn A. Barrett**

Registrar; B.A., York College, City University of New York; M.S., New Jersey Institute of Technology; M.S.,  
Florida State University

**Stacie Butts '93**

Assistant Registrar; B.S., Jacksonville University

**Joel Schell '13**

Assistant Registrar; B.S., Jacksonville University

**Diane Lewis '96, '99, '12**

Assistant Registrar; B.G.S., M.A.T., B.S.,  
Jacksonville University

**Sarah C. Sowers**

Associate Registrar; B.A., Flagler College

## Financial and Facilities Management

### **Randal Freebourn**

Senior Vice President; B.S., University of Dayton; M.B.A., University of Notre Dame

### **Michael J. Bobbin '72**

Executive Director of Campus Services and Purchasing; B.S., Jacksonville University

### **Tom Hall**

Chief Information Officer

### **Jessica Ligator**

Director of Capital Projects; M. Arch., Tulane University; M.S., University of Florida

---

### **Luke Myhree '17**

Financial Analyst; B.S., Jacksonville University

### **Ellen M. Paige '76**

Executive Director of Business Operations and Budgets; B.A., Jacksonville University; M.H.R.M., University of North Florida

### **James V. Williams, Jr.**

Director of Human Resources; B.B.A., M.H.R.M., University of North

## Marketing and Communications

### **Scott Bacon**

Senior Vice President, Marketing and Communications; B.A., Otterbein University; M.E., Virginia Commonwealth University

### **Corie Biandis**

Lead Designer; B.A., Florida State University

### **Amanda Billy '16**

Web Manager; B.A., University of North Florida; M.A., University of Florida; M.S., Jacksonville University

### **Mike Buchsbaum**

Web Designer-Developer; B.F.A., West Virginia University

### **Katie Jackson**

Social and Multimedia Manager; B.S., University of North Florida; M.A., University of South Florida

### **Ninoska Alejandra Keyes '14**

Graphic Designer; B.F.A., Jacksonville University

### **Alix Robinson '10**

Production Coordinator; B.A., Jacksonville University

### **Sheri Leonard Webber '93**

Editorial Services Coordinator; B.F.A., Jacksonville University

## Student Affairs

### **Kristie Gover**

Senior Vice President for Student Affairs & Dean of Students; B.A., M.A., University of Louisville; Ed.D. University of North Florida

### **Patricia Abner**

Director of Student Inclusion; B.S., University of North Florida; M.S., Nova Southeastern University

### **Kristen Alberts**

Director of Student Counseling Center; Courtesy Affiliate Faculty of Clinical Mental Health Counseling; B.A., University of Missouri at Columbia, M.A., Ph.D., University of Alabama

### **Melissa Alberto**

Coordinator for Residential Life; B.A., University of North Florida

**Kevin Bennett '08**

Director of Campus Security; B.S., Jacksonville University

**Aimee Bishop**

Director of Student Solutions Center and Orientations; B.A. Rivier College; M.A., University of Connecticut

**Bambi Brundage**

Director of Recreation and Operations; B.A., University of Oklahoma

**Jamie Burket**

Assistant Dean of Students; B.S., M.S., University of Tennessee

**Olga Lucia Florez**

Director of Disability Support Services; M.Ed., M.P.A., University of North Florida

**Jenny Guerrero**

Coordinator for Residential Life; B.S., M.S., Saint Leo University

**DaVina Hamilton '09, '13**

Associate Dean of Students; B.A., M.Ed., Jacksonville University

**Toni Higgs '17**

Director of Career Resource Center; B.A., University of North Florida; M.B.A., Jacksonville University

**Stacy King**

Clinical Care Coordinator; B.A., M.S., University of North Florida

**Frank March**

Assistant Director of Student Solutions Center and Orientations; B.A., M.Ed., University of South Florida

**Melanie Marshall**

Director of Student Involvement; B.S., Florida State University, M.Ed., Indiana University

**Mike Mitchell, Leading Chief Petty Officer (ret) '15**

Student Veteran Coordinator; B.B.A., Jacksonville University

**Jeff Morris, Commander (ret) '83**

Associate Director of Career Resource Center; B.S., Jacksonville University; M.A., Naval War College; M.B.A., University of West Florida

**Lucas Mullin**

Director of Residential Life; B.P.A., Washburn University; M.S.E., University of Kansas

**Louis Reich**

Assistant Director of Residential Life – Education; B.A., University of South Florida; M.Ed., University of North Florida

**Emily Roth**

Associate Director of Career Resource Center; B.A., Stockton University; M.S., University of Bridgeport

**Kristy Shore**

Assistant Director of Residential Life – Development; B.S., Florida International University; M.A., University of Central Florida

**Jennifer King Weldon**

Assistant Director of Student Counseling Center, Coordinator for Clinical Training; B.S., Vanderbilt University; M.A., Michigan State; Ph.D., Texas A & M University

**Carley Weyland**

Database and Special Projects Coordinator

## Enrollment Development and External Engagement

### **Margaret Dees '86**

Senior Vice President, Enrollment Development and External Engagement; B.M., Jacksonville University; J.D., University of Florida

## University Advancement

### **Kimberly Jones**

Senior Vice President, University Advancement; B.S., University of Florida; M.B.A. University of North Florida

### **Lauren Black**

Advancement Services Coordinator – Donor Relations

### **Gwen Brown**

Advancement Services Assistant; B.A., Stetson University

### **Jena Crews '16 '18**

Assistant Director of Annual Giving; B.B.A., M.B.A., Jacksonville University

### **Laura Der**

Senior Director of Engagement and Annual Giving; B.A., Marshall University; M.S., West Virginia University

### **Sharon Getz '11**

Senior Director of Advancement Operations; B.B.A., University of Texas at Arlington; M.B.A., Jacksonville University

### **Lauren Griffith**

Director of Alumni and Family Programs; B.A., Elon University; M.Ed., University of North Florida

### **Chipper Hoffman**

Director of Major Gifts; B.A., Elon University

### **Mary Anne Tuohy Jolly**

Assistant Director of Donor Relations and Engagement; B.S., Florida State University

### **Marce Munoz Torres**

Advancement Services Coordinator – Gifts & Data Analysis; M.A.P., Gracolumbian University (Bogota, Colombia)

### **Tucker O'Keefe**

Director of Corporate and Foundation Relations; B.A., Flagler College; M.S.Ed., University of Miami

### **Maria I. Pellegrino-Yokitis**

Director of Major Gifts and Planned Giving; B.A., Saint Francis University; J.D., Western Michigan University Cooley Law School

### **Leslie Redd**

Senior Director of Development; B.S., Towson University; M.S.N.M.P., Bay Path University

### **Pat Reeves**

Associate Director of Alumni Relations; B.A., McNeese State University

### **Robyn Reeves**

Senior Director of Donor Relations and Advancement Communications; B.A., University of North Florida; M.A. Emerson College

### **Chelsea Santoro**

Director of Advancement Services; B.A., Moravian College; PBACC., Lehigh University

### **Amber Smulcheski**

Stewardship Administrator; B.A., Barry University

**Kimberly Trumbull '16**

Advancement Coordinator; B.M., Jacksonville University

**Rebecca Wilborne**

Advancement Communications Manager; B.A., Florida State University

*For a complete listing of University Advancement Staff, including direct contact information, visit the "contact us" link under [www.ju.edu/giving](http://www.ju.edu/giving)*

---

**Intercollegiate Athletics****Alex Ricker-Gilbert**

Senior Vice President, Athletic Director; B.S. Penn State University; M.P.A., West Chester University

**Scott Bacon**

Senior Vice President, Marketing and Communications; B.A., Otterbein University; M.E., Virginia Commonwealth University

**Artis Gilmore '71**

Special Assistant to the President; B.S., Jacksonville University

**Lauren Cevis**

Deputy Athletic Director/Senior Woman Administrator; B.A., University of Maryland; M.P.S., Georgetown University

**Andy Heston**

Director of Student-Athlete Services; B.S., Northern Kentucky; M.S., University of Alabama

**Whitney Curtis**

Associate Athletic Director for Marketing; B.S., Virginia Polytechnic Institute and State University; M.Ed., Virginia Commonwealth University

**Sally James**

Director of Business Operations; B.S., Western Kentucky University

**Durante Cutts**

Assistant Athletic Director for Development & Corporate Partnerships; B.A., Valdosta State College

**Bo McDougal**

Assistant Athletic Director, Support Services; B.S., M.A., Murray State University

**Dave Farraday**

Deputy Athletic Director, Internal Operations; B.A., Dickinson College

**Matt Moretti III**

Associate Athletic Director for Athletics Communications; B.S., Saint Bonaventure University

**Doug Frye '98**

Director of Sports Medicine; B.S., Jacksonville University

**Rob Saunders**

Assistant Athletic Director of Compliance; B.A., Virginia Polytechnic Institute and State University; M.B.A., Florida Atlantic University

**Cory Gaynor**

Director of Multimedia Services

**Justin Wilkins**

Associate Athletic Director for Compliance and Administration; B.S., Campbell University; M.S., Coker College

**Leslie Wright**

Director of Athletic Facilities & Fields



## Head Coaches

### **Erica Ayers**

Head Women's Softball Coach; B.S., M.S.,  
George Mason University

### **Andrew Bates**

Head Strength & Conditioning Coach; B.S.,  
Wayne State University; M.S., Marshall  
University

### **Jason Cottingham**

Head Men's Rowing Coach; B.S., M.S.,  
University of Alabama

### **John Galloway**

Head Men's Lacrosse Coach; B.S. Syracuse  
University

### **Ron Grigg**

Director of Cross Country/Track & Field; B.S.,  
University of Massachusetts-Dartmouth

### **Chris Hayes '95, '07**

Head Baseball Coach; B.S., M.B.A., Jacksonville  
University

### **Darnell Haney**

Head Women's Basketball Coach; B.S., Florida  
Agricultural & Mechanical University; M.S.,  
Nova Southeastern University

### **Gene Moore**

Head Spirit Coordinator; B.S., University of West  
Alabama

### **Mike Blackburn**

Head Men's Golf Coach; B.A., University of  
Florida

### **Jennifer Borocz**

Head Women's Golf Coach; B.B.A., Sam  
Houston State University

### **Laura Kane**

Head Women's Soccer Coach; B.S., M.S., West  
Virginia University

### **Evan Muys**

Head Indoor/Beach Volleyball Coach; B.S., Saint  
Xavier University

### **Tony Jasick**

Head Men's Basketball Coach; B.S., Mars Hill  
College; M.Ed., Lincoln Memorial University

### **Mike Lane**

Head Women's Rowing Coach; B.S., Suffolk  
University; M.Ed., University of Pennsylvania

### **Melinda McCord**

Head Women's Lacrosse Coach; B.S., Lynchburg  
College; M.A., Virginia Polytechnic Institute  
and State College

### **Maurico Ruiz**

Head Men's Soccer Coach; B.A., Stetson  
University

### **Ian Shields**

Head Football Coach; B.S., M.A., Oregon State  
University

## Faculty

### **Anne Acker**

Assistant Professor of Computing Science; B.S., University of Connecticut; M.A., M.B.A., University of New Haven

### **Ramesh Adhikari**

Assistant Professor of Physics; B.A, Berea College; M.S., Ph.D., University of Massachusetts

### **Vikas Agrawal**

Associate Professor of Business Analytics; B.S., M.B.A., Nagpur University; M.S., Ph.D., University of Toledo

### **Tyler Alessi**

Artist-in-Residence in Voice; B.M., California State University-Long Beach; M.M., D.M.A., University of Cincinnati

### **Ahmed Al Zaidy**

Visiting Assistant Professor of Computing Science; B.A., Baghdad University; M.S., Strayer University; Ph.D., North Central University

### **Isil Aras**

Clinical Assistant Professor of Orthodontics; B.D.S, Yeditepe University; D.D.S., Ege University, C.O.A.G.S., Republic of Turkey

### **Lisa Arasi**

Clinical Assistant Professor of Nursing; B.S.N., M.S.N, A.C.N.P., University of Florida; D.N.P., University of South Alabama

### **Gordon W. Arbogast**

Professor of Management; B.S., U.S. Military Academy; M.S.E.E., M.S.I.M., Georgia Institute of Technology; Defense Systems Management College; Ph.D., Clemson University, Industrial College of the Armed Forces

### **Laura C. Atkins**

Director of Service Learning; Assistant Professor of Sociology; B.A., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Illinois at Urbana-Champaign

### **Russell K. Baker**

Professor of Decision Sciences and Information Management; B.S. State University of New York-Albany; M.S. Troy State University; Ph.D., University of Sarasota

### **Christi Bamford**

Associate Professor of Psychology; A.S., Darton College; B.A., M.A., University of Georgia; M.St., Oxford Centre for Hebrew and Jewish Studies; M.A., Ph.D., University of California-Davis

### **Courtney Barclay**

Associate Professor of Communication; B.S., M.A., Ph.D./J.D. University of Florida

### **Carole C. Barnett**

Professor of Humanities; B.A., M.A., Ph.D., Florida State University

### **Kimberly Beasley**

Associate Professor of Voice; B.M.T., University of Colorado; M.M., Valparaiso University; Certificate of Vocal Performance, Northwestern University

### **James 'Jim' Benedict**

Associate Professor of Art in Sculpture; B.F.A, University of Northern Iowa, M.F.A.; University of Arizona

### **Cheryl L. Bergman**

Interim Dean, Brooks Rehabilitation College of Healthcare Sciences; Professor of Nursing; B.S.N., University of Kansas; M.S.N., University of Florida; Ph.D., Barry University

**Megan Bewernitz**

Assistant Professor of Occupational Therapy; B.S., College of Saint Mary; Ph.D., University of Florida

**Erik Bickle**

Commander, USN, Executive Officer/Assistant Professor of Naval Science; B.S., United States Naval Academy; M.A., Naval War College

**Gretchen Bielmyer**

Associate Professor of Chemistry; B.S., University of North Florida; M.S., Ph.D., Clemson University

**Erica Bilalovic '01**

Clinical Assistant Professor of Nursing; B.S.N., Jacksonville University; M.S.N., Drexel University

**Kenneth Black**

Instructor of Biology; B.S., M.S., University of Florida

**S. Walker Blanton**

Professor of History; A.B., University of North Carolina; M.A., Columbia University; Ph.D., University of Virginia

**J. Rody Borg**

Professor of Economics; B.A., Huntingdon College; Ph.D., University of North Carolina, Chapel Hill

**Rosemarie Borkowski**

Professor of Biology; B.A., University of North Carolina; D.V.M. University of Florida

**Elaine Borne '93, '14**

Clinical Assistant Professor of Nursing and Nurse Practitioner Coordinator; B.S.N., Jacksonville University; M.S.N., University of Florida; D.N.P., Jacksonville University

**Marie-Laure Bougnol-Potter**

Professor of Decision Sciences and Information Management; B.B.A., M.B.A., Ph.D., University of Mississippi

**Robert L. Boylan**

C.P.A.; Chair, Department of Accounting, Economics, and Finance; Guy Botts Chair of Finance; Professor of Accounting; B.A., Franklin and Marshall College; M.B.A., University of New Hampshire; Ph.D., Duke University

**Kara Bragg '15**

Clinical Assistant Professor of Nursing; B.S.N., M.S.N., University of Phoenix; D.N.P., Jacksonville University

**Julie Sloan Brannon**

Professor of English; B.A., Rollins College; M.A., Ph.D., Florida State University

**Cecilia Brooks**

Clinical Assistant Professor of Communication Sciences and Disorders; B.S., M.Ed., University of Florida

**Sandra Brown**

Assistant Professor of Occupational Therapy; B.S., Physical Education; M.S., Misericordia University; Graduate Certificate in A.B.A., University of Boston; Ph.D., University of Florida

**Peter Buschang**

Resource Faculty of Biomedical Core and Research, Orthodontics; B.A., M.A., Ph.D., University of Texas at Austin

**Kim Capriotti**

Associate Professor of Finance & Accounting; B.S., University of Kentucky; M.B.A., University of Minnesota; Ph.D., Florida State University

**Jo Cartagena**

Lieutenant, USN, Instructor of Naval Science; B.S., University of Florida

**Tamara B. Caudill**

Assistant Professor of French; B.A., Transylvania University; M.A., University of Kentucky; Ph.D., Tulane University

**Richard Cebula**

B.J. Walker/Wells Fargo Professor of Finance; A.B., Fordham College; M.A., University of Georgia; Ph.D. Georgia State University

**Virginia "Ginny" Chapa**

Clinical Assistant Professor of Communication Sciences and Disorders; B.S., Towson University; M.S., Loyola University of Maryland

**Theresa Chenot**

Associate Professor of Nursing; B.H.Sc., B.S.N., M.S.N., Florida Atlantic University; M.S., St. Thomas University; M.Ed., D.Ed., University of North Florida

**Roberta Christopher**

Interim Chair, Department of Kinesiology; Assistant Professor of Nursing; B.S.N., M.S.N., University of North Florida; Ed.D., University of Phoenix

**Lee Ann J. Clements**

Associate Provost; Professor of Biology & Marine Science; B.A., University of Virginia; M.S., Ph.D., University of South Carolina

**Artie D. Clifton**

Associate Professor of Music; Director of Bands; B.M.E., Stetson University; M.M., University of Cincinnati

**Raymond H. Clines**

Professor of English; Fulbright Scholar (Thailand, 1991-92); B.A., University of Washington; M.A., Central Washington University; Ph.D., University of Rhode Island

**Cari Coble**

Director of Graduate Programs, College of Fine Arts and Professor of Dance; B.F.A., Birmingham-Southern College; M.F.A. Florida State University

**Jessica Collogan**

Director of Library and Assistant Professor; B.A., M.L.S., University of South Florida

**Kara Conway**

Assistant Professor of Biology; B.S., University of Notre Dame; Ph.D., University of North Carolina, Chapel Hill

**Sandra Lynn Coyle**

Interim Dean, College of Arts and Sciences; Professor of English; B.A., Augusta College; M.A., Ph.D., University of South Carolina

**Joseph Cradlebaugh**

Associate Professor of Organic Chemistry; B.S., University of North Florida, Ph.D., University of Florida

**Allison Crawford**

Resource Faculty: Access Services Librarian; B.S., University of North Alabama; M.Ed., Middle Tennessee State University; M.L.I.S., Valdosta State University

**Pam Crawford**

Professor of Mathematics; B.A., M.S., Lehigh University; Ph.D., Western Michigan University

**Christopher Creswell**

Artist-in-Residence in Music; B.M., University of North Florida, M.M., Manhattan School of Music

**William Crosby**

C.P.A.; Professor of Accounting; B.S., Valdosta State College; M.Acc., Ph.D., University of Georgia

**Jill D'Aquila**

Professor of Accounting; B.S. Binghamton University; M.A., Ph.D., New York University

**Steven C. Davis**

Associate Professor of Education; B.A.E., M.Ed., Ph.D., University of Florida

**Zachary Davis**

Assistant Professor of Decision Sciences and Information Management; B.S., University of Central Florida; M.S., Ph.D., Virginia Polytechnic Institute

**Sandra Dean**

Resource Professor of Business Communication; B.A., M.A., University of South Florida

**Erik DeCicco '05**

Artist-in-Residence in Theatre; B.A., B.F.A., Jacksonville University; M.F.A., University of Louisville

**Julius Demps**

Associate Professor of Management; B.S., Florida State; M.A., Webster University; Ph.D., Northcentral University

**Michele Deneau**

Resource Professor of Accounting & Finance; B.B.A., Davenport University; M.B.A., Lake Superior State University

**Robert Chris Dew**

Instructor of English; B.A., M.A., University of North Florida

**Adam Dierker**

Lieutenant, USN, Instructor of Naval Science; B.S., Palm Beach State College, FL

**Carol A. Dole**

Chair, Department of Sport Business; DuPont Endowed Chair; Professor of Economics; B.S. University of Florida; M.B.A., University of Cincinnati; M.S., Ph.D., University of Florida

**Dennis J. Dormady**

Associate Professor of Computing Science; B.A., M.A.E., University of Florida

**Heather Downs**

Associate Professor of Sociology; B.A., M.A., Loyola University; Ph.D. University of Illinois

**Barbara A. Doyle**

C.D.P., Professor of Computing Science; B.A., University of Kentucky; M.A., Union College; M.S., University of Evansville; Ph.D., Florida Institute of Technology

**Chieu K. Duong '03, '06**

Visiting Assistant Professor of Mathematics; B.S., M.A.T., Jacksonville University

**Robin Edge**

Associate Professor of Communication Sciences and Disorders; B.S., University of Georgia; M.Ed., Valdosta State University; Ph.D., University of Georgia

**Michelle Edmonds**

Interim Associate Dean, Keigwin School of Nursing, Brooks Rehabilitation College of Healthcare Sciences; Professor of Nursing; B.S.N., M.S.N., University of North Florida; Ph.D., Barry University

**Gaby El-Bahri**

Assistant Professor of Orthodontics; D.D.S., Saint Joseph University

**Ron Edelen**

Assistant Professor of Graphic Design; B.F.A., M.F.A., University of Florida

**Terri Lynn Ellis**

Instructor of Physics; B.S., Florida Institute of Technology; M.S., University of Massachusetts

**John Enz**

Associate Professor of Biology; B.A., M.S., University of Texas; Ph.D., University of Louisville

**Kimberly Falgren**

Clinical Assistant Professor of Occupational Therapy, and Therapy and Doctoral Residency Coordinator; B.S., University of Florida; M.S.Ed., O.T.D., University of St. Augustine

**James Farah '94, '95**

Resource Professor of Management; B.S., M.B.A., Jacksonville University; J.D., Florida Coastal School of Law; D.B.S., Nova Southeastern University

**Jorge Farill-Guzman**

Clinical Associate Professor of Orthodontics; D.D.S., National University of Mexico; Diploma in Orthodontics, University of Toronto

**Taralyn Fender '07**

Instructor of Mathematics; B.S., The College of Charleston; M.A., Jacksonville University

**Maggie Foley**

Associate Professor of Finance; B.S., Beijing Technical University; M.B.A, Cameron University; Ph.D., Texas Tech University

**Brian Franks**

Assistant Professor of Biology; B.S., Villanova University; M.S., Ph.D., Drexel University

**Erich D. Freiburger**

Professor of Philosophy; A.B., Georgetown University; Ph.D., Boston College

**Brian Frus '01**

Associate Professor of Art in Glass; B.F.A., Jacksonville University; M.F.A., Rochester Institute of Technology

**Carla Fry '08**

BISK Center Director, Undergraduate; Associate Professor of Nursing; B.S.N., Kent State University; M.S.N., Jacksonville University; Ph.D., University of Florida

**Ryan Funderburk**

Clinical Assistant Professor of Communication Sciences and Disorders; B.S., Au.D., University of Florida

**Daniel Furnas**

Assistant Professor of Communication Sciences and Disorders; B.A., M.A., University of Florida; ABD, Teachers College at Columbia

**Whitney George**

Chair, Department of Clinical Mental Health Counseling; Assistant Professor of Clinical Mental Health Counseling; B.A., Tulane University; M.A., Boston College; M.Ed., Ed.S., Ph.D., University of Florida

**Mary Gipson**

Chair of the Faculty; Professor of Nursing; B.S., Arizona State University; B.S.N, M.S.N., University of North Florida

**Nisse A. Goldberg**

Chair, Department of Biology; Professor of Biology and Marine Science; B.A., University of California; M.S., San Jose State University; Ph.D., University of Western Australia

**Shelley Grant '92**

Assistant Professor of Sociology; B.S., Jacksonville University; M.S. University of North Florida

**George Gresham**

Chair, Department of Marketing and International Business; Professor of Marketing; B.S., M.S., South East Missouri State University; Ph.D., Old Dominion University

**Richard Griffith**

Clinical Associate Professor of Orthodontics; B.S., Miami University; M.S.D., D.D.S., Case Western Reserve University

**Matthew Groe**

Associate Professor of Philosophy; B.A., University of Northern Iowa; M.A., Ph.D., Villanova University

**Brandy Gustavus**

Chair, Department of Health Informatics; Assistant Professor of Health Informatics; B.S., M.S., Texas State University, D.H.S.C., A.T. Still University

**Janet Morgan Haavisto**

Director, Honors Programs; Professor of English; B.S., M.A., Middle Tennessee State University; Ph.D., University of Florida

**George G. H. Hall**

Resource Professor of Finance and Accounting; A.B., Indiana University; M.B.A., Harvard University; J.D., University of Florida

**Justin Hall**

Assistant Professor of Marketing; B.B.A., Howard University; M.B.A., Ball State University; Ph.D., Florida Atlantic University

**Todd Hall**

Associate Professor of Sport Business; B.M., University of Lethbridge, M.B.A., University of Oregon, Ph.D., Texas A&M

**Adele Hanlon**

Associate Professor of Elementary Mathematics Education; B.S., University of Tennessee; M.Ed., University of Central Oklahoma; Ph.D., Oklahoma State University

**Leigh Hart**

Professor of Nursing; B.S.N., Medical College of Georgia; M.S.N., Albany State College; post-masters certificate/family nurse practitioner, University of North Florida; Ph.D., Barry University

**Charles Harvey**

Clinical Assistant Professor of Nursing; B.S.N., University of Phoenix; M.S.N., Walden University

**Olivia Hatten-Edwards**

Resource Faculty; Systems Librarian; Assistant Professor; B.A., University of South Florida; M.L.I.S., Valdosta State University

**Heather Hausenblas**

Associate Dean, Brooks Rehabilitation College of Healthcare Sciences, School of Applied Health Sciences; Professor of Kinesiology; B.A., McMaster University; Ph.D., University of Western Ontario

**Douglas M. Hazzard**

Associate Professor of Spanish; B.A., M.A., John Hopkins University; Ph.D., Duke University

**Jianjun He**

Professor of Music Composition and Theory; B.A., Northwestern National University, China; M.A., Graduate School of the Arts Academy, China; D.M.A., West Virginia University

**Lori-Ann Helgeson**

Clinical Assistant Professor of Occupational Therapy, Academic Fieldwork Coordinator; B.S., Florida International University; M.Ed., University of North Florida; O.T.D., Temple University

**Ann Heusinger**

Clinical Assistant Professor of Nursing; B.S.N., University of Florida; M.S.N., University of North Florida

**Lana C. Heylock**

Associate Professor of Dance; B.F.A., University of Akron

**William E. Hill**

Associate Professor of Animation; B.A., University of North Florida; M.F.A., University of Florida

**Jesse J. Hingson**

Chair, Division of Social Sciences; Professor of History; B.A., M.A., Marshall University; Ph.D., Florida International University

**Lauren Holloway**

Assistant Professor of Nursing; B.S.N., M.S.N., University of Missouri

**David Hooper**

Assistant Professor of Kinesiology; B.Sc., University of the West of England-Bristol; M.A., University of Connecticut; Ph.D., The Ohio State University

**Robert F. Houmes**

Thomas R. McGehee Chair of Accounting; Professor of Accounting; B.A., Stetson University; M.B.A., Palm Beach Atlantic University; Ph.D., Florida Atlantic University

**Zhaoyang (Jack) Huang**

Associate Professor of Physical Chemistry; B.S., Beijing University; Ph.D., West Virginia University

**Natalie Indelicato**

Clinical Director of Clinical Mental Health Counseling; Assistant Professor of Clinical Mental Health Counseling; B.S., M.Ed./Ed.S., Ph. D., University of Florida

**James (Jay) Ivey**

Assistant Professor of Voice/Music Theater; B.M.E., Shorter College, M.M., University of Illinois; D.M., Indiana University

**Douglass Izard**

Resource Professor of Accounting; B.S., Delta State College; M.B.A., Mississippi College; Ph.D., University of Mississippi

**Kristin Izaryk**

Assistant Professor of Communication Sciences and Disorders; B.A., Carleton University; M.A., Ph.D., The University of Western Ontario

**Sherri L. Jackson**

Vice Provost; Professor of Psychology; B.A., North Adams State College; M.S., Ph.D., University of Florida

**Arpita Jadav '15**

Resource Professor of Management & Decision Sciences; B.Sc., M.C.A., Sardar Patel University; M.B.A., Jacksonville University

**Stephanie O. James**

Associate Professor of Educational Leadership and Director of Leadership Programs; B.A., University of Florida; M.Ed., Ed.D., University of North Florida

**Jamie Jarausch**

Lieutenant, USN; Instructor of Naval Science; B.A., M.Ed., American Intercontinental University

**Maria Javaid**

Assistant Professor of Electrical Engineering; B.Sc., M.Sc., University of Engineering and Technology, Lahore; Ph.D., University of Illinois

**Alice Ahyea Jo**

Director, English Language Program; Assistant Professor of Education; B.A., Hongik University, M.S., University at Albany, Ph.D., University of Florida

**Douglas L. Johansen**

Associate Dean and Director of Graduate Programs, Davis College of Business; Associate Professor of Marketing and International Business; B.A., University of Iowa; Ph.D., Florida State University

**Ashley Johnson**

Assistant Professor of Geography; Coordinator of Sustainability; B.S., M.A., Ph.D., University of Florida

**Deborah Jordan**

Associate Professor of Theatre Arts; B.A., University of Houston; M.F.A., Ohio State University

**Michael Justiss**

Chair, Department of Occupational Therapy; Associate Professor of Occupational Therapy; B.S., University of Pittsburgh; M.O.T., Duquesne University; Ph.D., University of Florida



**Kathleen Kavanagh**

Director of Simulation and Healthcare Innovation; Assistant Professor of Nursing; B.S., Felician College; M.S.N., Ramapo College of New Jersey

**Chadwin Kendall '04, '11**

Assistant Professor of Aviation; B.S., M.B.A., Jacksonville University

**Anmarie Kent-Willette**

Director, Marilyn Repsher Center for Teaching and Learning; Professor of Communications; B.A., M.A., University of South Florida; Ed.D., University of North Florida

**Killy Kim**

Visiting Assistant Professor of Mathematics; B.S., KyungWon University; M.S., American University

**Scott Kimbrough**

Chair, Division of Humanities; Professor of Philosophy; B.A., Southwestern University; Ph.D., University of Pennsylvania

**Erica Kines '09, '13, '16**

Nurse Practitioner Community Health Outreach Adult Clinic Provider; Clinical Assistant Professor of Nursing; B.S.N., M.S.N., D.N.P., Jacksonville University

**Breanna Korsman**

Instructor of Biology; B.S., College of William & Mary; M.Ed., University of Florida; M.S., University of North Florida

**Jerry Kudlats**

Resource Professor of Management and Entrepreneurship; B.A., York University; M.B.A., University of Western Ontario; D.B.A., Kennesaw State University

**Dorcas Kunkel**

Coordinator of RN-BSN Programs; Assistant Professor of Nursing; B.S.N., Minot State University; M.S., D.N.P., University of Minnesota

**Eric Kunzendorf**

Professor of Computer Animation; B.A., Columbia University; M.F.A., University of Georgia

**Lily Kuonen**

Associate Professor of Art in Foundations; Foundations Coordinator; B.F.A., University of Central Arkansas; M.F.A., Savannah College of Art & Design

**W. Brian Lane '03**

Chair, Division of Science and Mathematics; Professor of Physics; B.S. Jacksonville University; M.S., Ph.D. University of Florida

**Tiffany E. Leach**

Director of Graduate Programs; Associate Professor of Art; B.F.A., University of North Carolina-Charlotte; M.F.A., University of Georgia

**Dawn Lechwar**

Clinical Assistant Professor of Communication Sciences & Disorders; B.A., University of Florida; M.S., University of South Florida

**Glen Leverette '96**

Captain, USN; NROTC Commanding Officer/Professor of Naval Science; B.S., United States Naval Academy; M.A., Jacksonville University; M.A., Naval War College

**S. Douglas Lewis**

Professor of Psychology; B.A., Augustana College; M.A., Ph.D., Miami University

**Zonghui (Zoey) Li**

Assistant Professor of Management; B.S., Wuhan University; M.S., Ph.D., Nanjing University; Ph.D., Mississippi State University

**Shannon Lockwood**

Assistant Professor of Music; B.M., University of Denver; M.M., D.M.A., University of Cincinnati

**Ashlee Loewen**

Clinical Assistant Professor of Nursing; B.S.N., Texas Christian University; M.S.N., Texas Tech University

**Roberta Logsdon**

Clinical Assistant Professor of Nursing; B.S.N., SUNY-Brockport; M.S.N., SUNY-Buffalo; D.N.P., University of Florida

**Teresa MacGregor '94**

Nathan M. Bisk Center Director, Graduate; Clinical Assistant Professor of Nursing; B.S.N., Jacksonville University; M.S.N., Ph.D., University of Florida

**Gail Maetozo**

Assistant Professor of Kinesiology; B.S., Springfield College; M.S., Northeastern University; Ph.D., Florida State University

**Jorge Majfud**

Associate Professor of Spanish; B. Arch., Universidad de la República del Uruguay; M.A., Ph.D., University of Georgia

**Derek Mann**

Assistant Professor of Kinesiology; B.A., York University; M.A., San Diego State University; Ph.D., University of Florida

**John Jeffrey Martin**

Associate Professor of Geography; B.S., United States Military Academy at West Point; M.S., Troy State University; M.A., Appalachian State University; Ph.D., University of North Carolina-Chapel Hill

**Angela Mattia**

Chair, Department of Management and Decision Sciences and Information Management; Director of Online Programs; Associate Professor of Decision Sciences and Information Management; B.S., Old Dominion University; M.S., Ph.D., Virginia Commonwealth University

**Daniel A. McCarthy '87**

Professor of Biology and Marine Science; B.S., Jacksonville University; M.S., Florida State University; Ph.D., Kings College-University of London

**Edward McCourt**

Associate Professor of English; B.A., Assumption College; M.A., Salem State College; M.F.A., University of Southern Maine

**Michele McDonald '05**

Clinical Assistant Professor of Nursing; B.S.N., M.S.N., Jacksonville University

**Paula S. McIntyre**

Collection Development Librarian and Associate Professor; B.A., East Texas State University; M.L.S., Florida State University

**Lindsay McKim**

Clinical Assistant Professor of Nursing; B.S., Ph.D., University of Florida; A.R.N.P., Vanderbilt University

**Patrick G. McLeod**

Professor of English; A.B., Loyola University, New Orleans; M.A., Ph.D., Rice University

**Nicholas McNally**

Assistant Professor of Art in Illustration; B.F.A., Massachusetts College of Art; M.F.A., Academy of Art

**Melissa McRae '10**

Clinical Assistant Professor of Nursing; B.S.N., University of North Florida; M.S.N., M.B.A., Jacksonville University

**Alix Melchionna**

Interim Associate Director of the School of Aviation; Resource Instructor of Aviation; B.S., M.S., Embry-Riddle Aeronautical University

**Kevin Mierzwinski '17**

Instructor of Mathematics; B.B.A., Stetson University; M.A., Jacksonville University

**Wayne Mier**

Resource Professor of Health Informatics; M.Ed., University of Phoenix; Ph.D., Nova Southeastern University

**Amanda Milla**

Instructor of Kinesiology; B.S., University of Florida; M.S., University of Central Florida

**Catherine Miller**

Instructor of Biology; B.S., Miami University; M.S. University of California-Riverside

**James Mirabella**

Associate Professor of Management; B.S., US Air Force Academy; M.B.A., Auburn University; D.B.A., Nova Southeastern University

**Abdelwahab Missa**

Resource Professor of Finance; B.S., Telecom Paris; M.B.A., Harvard Business School

**William Montford**

Assistant Professor of Marketing; B.S., M.B.A., Ph.D., Florida State University

**Hilary Morgan**

Director of Graduate Programs, Keigwin School of Nursing; Associate Professor of Nursing; B.S.N., Vanderbilt University; M.S.N., Boston College; Ph.D., University of Florida

**Jodi Morgan**

Co-Director of Brooks Rehabilitation Continuing Education Units (CEU) Program; Clinical Assistant Professor of Communication Sciences & Disorders; B.A., Michigan State University; M.A., Western Michigan University

**Daniel Moseley**

Associate Professor of Mathematics; B.S., M.S., University of Tennessee; Ph.D., University of Oregon

**Biancia Mozer**

Lieutenant, USN; Instructor of Naval Science; Sophomore Class Advisor, NROTC Unit; B.S., U.S. Naval Academy

**Richard Murphy**

Associate Professor Marketing; B.S., St. Peters College; M.B.A., Fordham University; D.B.A., Nova Southeastern University

**Sarah Murphy**

Associate Professor of English, B.A. University of California- Santa Cruz, M.F.A. University of Oregon, Ph.D., Indiana University-Bloomington

**Michael Nancarrow '97**

Professor of Mathematics; B.S., State University of New York; M.A.T., Jacksonville University; Ph.D., Florida State University

**Patrick Neprud**

Lieutenant, USN; Instructor of Naval Science; Junior Class Advisor, NROTC Unit; B.S., Embry Riddle Aeronautical University

**James November**

Professor of Psychology; B.A., Cornell University; M.S., Ph.D., Florida State University

**Dennis Oakes**

Clinical Assistant Professor of Nursing; B.A., Virginia Commonwealth University; M.S., University of Maryland-Baltimore

**Oscar Olavarria**

Chair, School of Orthodontics; Clinical Assistant Professor of Orthodontics; D.D.S., Universidad Central de Venezuela; C.F.D., C.A.G.S., New York University

**Raymond K. Oldakowski**

Professor of Geography; B.A., Stetson University; M.A., University of Florida; Ph.D., University of Illinois

**Eman Othman '15**

Clinical Assistant Professor of Orthodontics; M.S., New York University; B.D.S., Tripoli University; C.A.G.S., Jacksonville University

**Anthony J. A. Ouellette**

Professor of Biology; B.S., University of Central Florida; Ph.D., University of Minnesota

**Joana R. Owens**

Professor of Humanities; B.A., School of the Ozarks; M.A., Ph.D., Florida State University

**Brian Palmer**

Chair, Division of Theater & Dance; Associate Professor of Dance; B.F.A., Radford University; M.F.A., Florida State University

**Ashley Parcels**

Assistant Professor of History; B.A., University of Washington; M.A., Ph.D., Emory University

**John "Jack" Parker**

Executive in Residence, Consumer Goods and Services Marketing; B.A., University of North Carolina

**Sarah E. Parker**

Associate Professor of English; M.A., Middlebury College; B.A., M.A., Ph.D., University of North Carolina

**William Penwell**

Assistant Professor of Biology; B.S., Westminster College, Ph.D., Miami University of Ohio

**Michael Pomante**

Assistant Professor of Political Science; B.A., Michigan State University; M.A., Central Michigan University; Ph.D., Northern Illinois University

**Hassan Pordeli**

Hugh Culverhouse Chair in Business; Professor of Economics & Finance; B.S., University of Ghazali (Iran); M.A., Ph.D., University of Nebraska-Lincoln

**Leyla Pordeli '98, '09, '17**

Clinical Assistant Professor of Nursing; B.S.N., Azad University; M.B.A., M.S.N., D.N.P., Jacksonville University

**Majid Radhaa**

Instructor of Chemistry; B.S., M.S., University of Baghdad; Ph.D., University of Technology-Baghdad

**Dian A. Renfro**

Clinical Assistant Professor of Nursing; B.S., Florida State University; M.S.N., University of Kentucky

**John W. Ricci**

Artist in Residence in Jazz Studies; B.M.; University of Tennessee-Knoxville; M.M.; Florida State University

**Marguerite Richardson**

Associate Professor of Strings; B.M., The Cleveland Institute of Music; M.M., University of South Carolina; D.Mus., Florida State University

**Pam Rillstone**

Professor of Nursing; B.S.N., University of Alabama; M.S.N., University of Birmingham; Ph.D., University of Florida

**Annie Marie Rini**

Clinical Assistant Professor of Nursing; B.S.N., M.S.N., University of North Florida

**Christopher Robertson**

Associate Professor of Kinesiology; B.S., M.S., Ph.D., Indiana University

**Nancy Robinson**

Assistant Professor of Nursing; B.A., Earlham College; B.S.N., M.N., M.P.H., Emory University

**Cathy Saenz**

Assistant Professor of Kinesiology; B.S., University of Maryland; M.A., University of Connecticut; Ph.D., The Ohio State University

**Keith Saliba**

Associate Professor of Communications; B.S., M.A., Ph.D., University of Florida

**Amber Santos '98, '06**

Clinical Assistant Professor of Nursing; B.S.N., M.B.A., M.S.N., Jacksonville University

**Christine Sapienza**

Interim Provost & Senior Vice President of Academic Affairs; Professor; B.A., M.A., Ph.D., SUNY-Buffalo

**Selen Savas-Hall**

Assistant Professor of Marketing & International Business; B.A., Yeditepe University; M.A., Marmara University; Ph.D., Florida Atlantic University

**Lena Schultze**

Assistant Professor of Marine Science; B.S., University of East Anglia; Ph.D., University of Southampton

**Emre Selvi**

Assistant Professor of Mechanical Engineering; B.S., M.S., Middle East Technical University; Ph.D. Texas Tech University

**Vivek Shandilya**

Assistant Professor of Computing Science; B.S., Bangelora University; M.S., Ph.D., University of Tennessee

**John C. Shaw**

Associate Professor of Management; B.A., Swarthmore College; Ph.D., University of Florida

**Alice Virginia Sheridan '76**

Professor of Art in Photography; B.F.A. Jacksonville University; M.S., Southwest Missouri State; M.A., Florida State University; M.F.A., Ohio University

**Melinda Simmons**

Assistant Professor of Marine Science; B.S., M.S., University of California, Santa Barbara; Ph.D., University of California, Santa Cruz

**Paul Richard Simony**

Professor of Physics; B.S., University of Southern Colorado; M.S., Ph.D., Kansas State University

**Mark Snyder**

Assistant Professor of Music Business; B.A., Mary Washington College; M.M., Ohio University; D.M.A., University of Memphis

**Timothy Snyder**

Interim Dean, College of Fine Arts; Chair, Division of Music; Associate Professor of Music; Director of Choral Activities; B.M., M.M., Colorado State University; M.M., Yale University; D.M.A., University of Colorado-Boulder

**Jeremy Stalker**

Associate Professor of Marine Science; B.S., Michigan State University; M.S. University of Montana; Ph.D., Florida International University

**Daniel Gary Starling**

Artist-in-Residence in Music; B.A., Georgia State University

**Ross Stephenson**

Assistant Professor of Aviation; B.S., Houston Baptist University; M.A., University of Oklahoma

**George Anthony Steve '84**

Artist in Residence in Music; B.M., Jacksonville University; M.M., Ithaca College

**Dennis Stouse**

A.P.R., C.P.R.C., Professor of Communication; B.J., University of Missouri; M.A., University of Iowa

**LaToya Summers**

Assistant Professor of Clinical Mental Health Counseling; B.S., M.A., Appalachia State University; Ph.D., University of North Carolina-Charlotte

**Pamela Swan**

Assistant Professor of Nursing; B.S., M.S.N.,  
Liberty University

**William Swigler**

Assistant Professor of Orthodontics; D.D.S.,  
Emory Dental School

**Sawsan Tabbaa**

Clinical Associate Professor of Orthodontics;  
M.S., Certificate in Orthodontics, State  
University of New York at Buffalo; D.D.S.,  
Damascus University

**Barry J. Thornton**

Professor of Decision Sciences and Information  
Management; B.A., University of Hartford; M.S.,  
Florida State University; Ed.D., University of  
North Florida

**Austin P. Trantham**

Visiting Assistant Professor of Political Science;  
B.A., Austin College; M.A., American University;  
M.A., Ph.D., University of Kentucky

**James Trouten**

Program Director, School of Orthodontics;  
Clinical Associate Professor of Orthodontics;  
M.S.D., Case Western Reserve University;  
D.D.S., The Ohio State University; Certificate in  
Orthodontics, Case Western Reserve University

**Matthew Tucker**

Assistant Professor of Biology; B.S., M.S.,  
University of Florida, M.S., Ph.D., University of  
South Florida

**Nancy Tucker**

Resource Faculty: Reference and Instruction  
Librarian; B.S., Franklin University; M.L.I.Sc.,  
University of Hawai'i at Mānoa

**Dana Tupa**

Chair, Division of Visual Arts; Professor of Art;  
B.F.A., Texas Woman's University; M.F.A.,  
Tulane University

**Rose Turner**

Clinical Assistant Professor of Nursing; B.S.,  
Tennessee Technical University; M.S.N.,  
Vanderbilt University; D.N.P., University of  
Florida

**Matthew Unangst**

Assistant Professor of History; B.A., University  
of California, Ph.D., Temple University

**Mary E. Vanderhoef '14**

Clinical Assistant Professor of Nursing; B.S.N,  
M.S.N., University of Florida; D.N.P.,  
Jacksonville University

**E. Natasha Vanderhoff**

Assistant Professor of Biology & Marine Science;  
B.S., Loyola University, Chicago; Ph.D.,  
University of Louisville

**Grant Vezina '17**

Clinical Assistant Professor of Orthodontics  
B.M.S., M.S.D., University of Western Ontario;  
M.S.D., C.A.G.S., Jacksonville University

**Dennis R. Vincent**

Associate Professor of Music; B.M.E., Evangel  
College; M.A., University of Victoria; Ed.D.,  
University of British Columbia

**Bothvill Valcin**

Instructor of Naval Sciences; B.A., Clearwater  
Christian College

**Larry Wagoner**

Clinical Assistant Professor of Mental Health  
Counseling; B.S., Oakland City University;  
M.Div., Southern Baptist Theological Seminary;  
M.Ed., University of North Florida; Ph.D.,  
University of Florida

**Huihui (Helen) Wang**

Director of Engineering Programs, Assistant  
Professor of Engineering; B.S., Northwestern  
Polytechnical University; M.S., X'ian Haotong  
University; Ph.D., University of Virginia

**Shu Nu (Daphne) Wang**

Assistant Professor of Finance; B.A., National Taiwan University; M.B.A., Ph.D., University of Texas

**Erika Ward**

Assistant Professor of Mathematics; B.S., Juniata College; Ph.D., University of Kansas

**Scott Watkins**

Professor of Piano, B.M., University of Cincinnati; M.M., University of South Carolina; D.Mus., Florida State University

**Ben Wehrung**

Assistant Professor of Mathematics; B.A., Samford University; M.S., Ph.D., Auburn University

**A. Quinton White, Jr.**

Executive Director, Marine Science Research Institute; Professor of Biology and Marine Science; B.S., North Carolina Wesleyan College; M.S., University of Virginia; Ph.D., University of South Carolina

**Jeffrey Wight**

Assistant Professor of Kinesiology; B.S., University of Wisconsin; M.S., University of Delaware; Ph.D., University of Florida

**Alex Willemin**

Assistant Professor of Film; B.S., Towson University; M.F.A., University of Miami

**Jennifer Willison**

Clinical Assistant Professor of Nursing; B.S.N., M.S.N., University of Rochester

**Ben Wilson**

Professor of Theatre Arts; B.A., Midwestern State University; M.F.A., University of Kansas

**Colleen M. Wilson '98**

Chair, Teacher Education Program; Associate Professor of Education; B.A., Flagler College; M.A.T., Jacksonville University; Ed.D., University of North Florida

**Judith Wingate**

Chair, Department of Communication Sciences & Disorders; Associate Professor of Communication Sciences & Disorders; B.A., Charleston Southern University; M.S., University of South Florida; Ph.D., University of Florida

**Laura Winn '03 '07**

Visiting Assistant Professor of Art History; B.F.A., M.A.T., Jacksonville University; M.A., Ph.D., University of Florida

**Carena Winters**

Associate Professor of Kinesiology; B.S., Eastern Kentucky University; M.S., M.P.H., Ph.D., University of Pittsburgh

**Lindsay Wolf**

Clinical Assistant Professor of Nursing; B.S.N., D.N.P., University of North Florida

**Christopher Worosz**

Lieutenant, USN; Instructor of Naval Science; B.S., U.S. Naval Academy

**Peter Wynkoop '98**

Resource Professor of Economics; B.A., University of Colorado; M.B.A., Jacksonville University

**Wenying Xu**

Professor of English; B.A., Hebei University, China; M.A., West Virginia University; Ph.D., University of Pittsburgh

**Rhett Yates**

Professor of Aviation; B.S., Florida Institute of Technology; M.B.A., LaGrange College; Ph.D., Lynn University

**Mini Zeng**

Assistant Professor of Computing Science; B.S., M.S., Xi'an Architecture and Technology University; M.S., Ph.D., University of Alabama in Huntsville

**Peter Zhao**

Assistant Professor of Chemistry; B.S., University of China; M.S., Ph.D., Wichita State University

**Wayne Ziskal**

Associate Professor of Aviation; A.B., University of Illinois; M.Ed., Wayne State University

## Special Academic Appointments

**Ted T. Allen**

Professor Emeritus; B.A., Murray State College, M.S., University of Wisconsin; Ph.D., University of Florida

**Stephen Charles Baker**

Professor Emeritus; B.A., M. A., Ph.D., Northern Illinois University

**S. Barre Barrett**

Professor Emeritus; B.S., M.A., University of Missouri; Ph.D., University of Kansas

**James Steve Browder**

Professor Emeritus; B.S., Rollins College; M.S., Ph.D., University of Florida

**Craig Buettinger**

Professor Emeritus; B.A., John Hopkins University; M.A., Ph.D., Northwestern University

**George E. Buker '64**

Professor Emeritus; B.A., Jacksonville University; M.A., Ph.D., University of Florida

**Joan S. Carver**

Professor Emerita; B.A., Barnard College; M.A., University of North Carolina; Ph.D., University of Florida

**J. Calvitt Clarke, III**

Professor Emeritus; B.A. Washington & Lee University; M.A., James Madison University; Ph.D., University of Maryland

**Kenneth Dean Hoover**

Professor Emeritus; B.S. Buena Vista College; M.S., New Mexico Highlands University; Ph.D., New Mexico State University

**Gail Jaji**

Professor Emerita; B.S., Youngstown State University; M.Ed., Kent State University; Ph.D., Syracuse University

**Margaret Janz**

Professor Emerita, B.A., M.A., Ph.D., Florida State University

**Mary Kathleen Johnson**

Professor Emerita; B.A., M.S., Ph.D., Florida State University

**G. Edwin Lewis**

Professor Emeritus; B.S., M.S., Emory University; Ph.D., Florida State University

**June Dewey Main**

Professor Emerita; B.A., M.Ed., University of North Florida; Ph.D., University of Florida

**Marilyn L. Repsher**

Professor Emerita; B.A., D'Youville College; M.A., The Catholic University of America; Ph.D., Columbia University

**Jesse S. Robertson, Jr. '60**

Professor Emeritus; B.S., Jacksonville University; M.S., Ph.D., University of Florida



**Bashir Sayar**

Professor Emeritus; B.S., M.S. Georgia Institute of Technology; Ph.D., Georgia Tech

**William Schirmer**

Professor Emeritus; B.M. Cleveland Institute of Music; M.M., Eastman School of Music; Ph.D., Ohio State University

**Sharon L. Scholl**

Professor Emerita; B.M., Trinity University; M.M.Ed., Indiana University; Ph.D., Florida State University

**Fred Senftleber**

Professor Emeritus; B.S., University of Tampa; Ph.D., Southern Illinois University

**John A. Sullivan '61**

Professor Emeritus; B.A., Jacksonville University; Ph.D., University of Massachusetts - Amherst

**Jerry L. Terrell**

Professor Emeritus; B.S., Georgia Institute of Technology; M.S.M., U.S. Naval Postgraduate School-California

**Nancy Thomas**

Professor Emerita; B.F.A., Ph.D., University of North Carolina at Chapel Hill

**Elizabeth Winstead**

Professor Emerita; B.A., Duke University; M.A.T., University of Florida; Ph.D., Florida State University

## Chancellor Emerita

Dr. Frances Bartlett Kinne

B.M.E., M.M.E., Drake University; Ph.D., University of Frankfurt; D.F.A. (Hon.), Drake University; L.H.D. (Hon.), Wager College; L.L.D. (Hon.), Lenoir-Rhyne College, N.C.

## Board of Trustees

**Chairman**

Charles Bailey Tomm  
Chief Executive Officer, Pablo River Partners

**Vice Chairman**

Peter J. Ghiloni  
President & Chief Executive Officer, Swisher International, Inc.

## Ex Officios

**Timothy P. Cost '81 (Ex Officio)**

President, Jacksonville University

**The Honorable Gary P. Flower (Ex Officio)**

Judge, County Court, Division N

## Members

**Jason Altmire**

Senior Vice President, Public Policy & Community Engagement  
Florida Blue

**Ken Babby**

Owner & Chief Executive Officer  
Jacksonville Jumbo Shrimp Baseball Team

**Cynthia B. Chomiak '83**  
Founder & Chief Executive  
Education Decisions LLC

**G. Ray Driver, Jr.**  
Attorney  
Driver, McAfee, Peek & Hawthorne, P.L.

**Roseann Duran**  
Executive Vice President/ Chief People Officer  
Web.com

**Dr. Gianrico Farrugia**  
Vice President, Mayo Clinic  
Chief Executive Officer, Mayo Clinic in Florida

**Dane Grey**  
President  
Elite Parking Services of America, Inc.

**Robert E. Hill, Jr.**  
Vice Chair, Board of Directors  
Acosta Sales & Marketing Company

**Steve Koegler '67**  
Principal, Forum Capital Group

**Lawrence Kurzius**  
Chief Executive Officer  
McCormick & Company, Inc.

**Frank R. Martire**  
Chairman, FIS

---

**Lee A. Nimnicht '90**  
Secretary/Treasurer, Nimnicht Chevrolet

**George Scanlon**  
Chief Executive Officer  
Fidelity National Financial, Inc. (Ret.)

**John A. "Sandy" Semanik '72**  
Chief Executive Officer  
SEDA Construction Company

**Jamie C. Shelton**  
President  
bestbet Jacksonville

**Gregory B. Smith**  
President, Jacksonville and Northeast Florida /  
Bank of America Merrill Lynch

**Linda Berry Stein '69**  
Volunteer / Philanthropist

**Russ Thomas**  
Chief Executive Officer  
Availity

**Rachel Vitti**  
Executive Director  
The GRASP Alliance

**John F. Wilbanks, FACHE**  
Executive Vice President & Chief Operating  
Officer, Baptist Health

## Campus Map



The Jacksonville University main campus is located at 2800 University Boulevard North, Jacksonville, FL 32211. An interactive map of campus is available at [ju.edu/map](http://ju.edu/map).

We also have the Downtown Campus, which is located on the 18<sup>th</sup> floor of the VyStar Tower at 76 S. Laura Street.