

WELCOME TO FLAGLER COLLEGE.

Welcome to an academic experience like no other: a campus steeped in history, a faculty known for innovation, and a student body driven by a fundamental desire to succeed.

Flagler College was founded in 1968, but the history of our stunning campus dates back to 1888, when railroad tycoon Henry Morrison Flagler opened the Hotel Ponce de Leon to attract tourists to the nation's oldest city, St. Augustine. Today much of the historic campus is featured on the National Register of Historic Places. Flagler's students look to the future while immersed in the charm and mystique of a one-of-a-kind historic environment.

**WELCOME TO YOUR FUTURE.
AND WELCOME TO YOUR LEGACY.**



FLAGLER COLLEGE: AT A GLANCE



Type: Four year, coeducational, residential

Control: Independent, nonsectarian

Accreditation: Southern Association of Colleges and Schools
Commission on Colleges

Enrollment (Fall 2016): 2,429 students; 890 men
and 1,539 women

Geographical Distribution: 52.82% of the students are from
Florida while the remaining students come from 43 other states
and 47 foreign countries

Degrees: Bachelor of Arts, Bachelor of Fine Arts, Master of Arts

Calendar: Two 16-week semesters

Student-Faculty Ratio: 14.6 to 1

Average Class Size: 18.2 students; more than 97.5% of all
classes have 29 or fewer students

Library: 101,375 printed volumes, 220,581 electronic books,
4,522 audiovisual items, 624 periodicals, and four newspapers,
plus subscriptions to over 50 electronic databases providing
access to over 50,000 full-text periodicals

Campus: The main building is Ponce de Leon Hall, which is designated
as a National Historic Landmark. The campus also includes several
other historic structures. The College is four miles from the Atlantic
Ocean. A 19 acre athletic field is located two miles from campus

Yearly Cost (2017-2018):

Undergraduate: Tuition and fees - \$18,200; Activity Fee \$100;
room - \$5,350 to \$7,650; meals - \$3,190 to \$5,330.

Graduate: Program Rate Per Credit Hour: \$500

Community: Famous, historic tourist center; oldest city in the
United States; the population for the City of St. Augustine is
13,000, and the population for St. Johns County is 218,000

Location: St. Augustine is located just off I-95 on the northeast coast
of Florida, 35 miles south of Jacksonville and 55 miles north of
Daytona Beach

Intercollegiate Sports: Men - baseball, basketball, cross country,
golf, indoor track & field, soccer, tennis. Women - basketball, cross
country, golf, indoor track & field, soccer, softball, tennis, volleyball

Athletic Membership: Member of the National Collegiate
Athletic Association Division II (NCAA II)

UNDERGRADUATE PROGRAMS OF STUDY MAJORS AND MINORS

| Programs of Study | Major/Minor | Programs of Study | Major/Minor |
|---|-------------------------|--|----------------|
| Accounting | Major or Minor | Honorable Entrepreneurship | Minor |
| Advertising | Minor | Hospitality and Tourism Management | Major |
| Anthropology | Minor | Illustration | Minor |
| Art History | Major or Minor | International Studies | Major or Minor |
| Arts Administration | Minor | Journalism & Media Production | Major or Minor |
| Biology | Minor | Latin American Studies | Minor |
| Business Administration | Major or Minor | Law | Minor |
| Coastal Environmental Science | Major | Liberal Arts | Major |
| Communication & Media | Minor | Management Information Systems | Minor |
| Creative Writing | Minor | Marketing | Minor |
| Criminology | Major or Minor | Mathematics | Minor |
| Economics | Major or Minor | Media Studies | Major or Minor |
| Education, K-12 Art Deaf & Hard of Hearing Exceptional Student | Major Major Major | Philosophy | Minor |
| Education, Secondary English Mathematics Social Science | Major Major Major | Philosophy/Religion | Major |
| Elementary Education | Major | Political Science | Major or Minor |
| English | Major or Minor | Psychology | Major or Minor |
| Environmental Science | Minor | Public History | Major or Minor |
| Film Studies | Minor | Religion | Minor |
| Finance | Major or Minor | Sociology | Major or Minor |
| Fine Arts | Major or Minor | Spanish | Major or Minor |
| Graphic Design | Major or Minor | Sport Management | Major |
| History | Major or Minor | Strategic Communication (Public Relations) | Major |
| | | Theatre Arts | Major or Minor |

GRADUATE PROGRAM OF STUDY

| Program of Study | |
|------------------|---|
| Education | Master of Arts Program in Education, Deaf and Hard of Hearing Teaching ASL in Public School • Graduate Endorsement Teaching Students with Severe and Profound Disabilities • Graduate Endorsement |



OUR HERITAGE. OUR FUTURE.

1968

Flagler College founded and named for Henry M. Flagler.

1971

Flagler College recognized as a coeducational institution.

1973

Regional accreditation achieved.

1976

Flagler gym constructed.

1978

Flagler College Alumni Association formed. Endowment fund established.

1987

Lewis House constructed.

1988

Wiley Hall renovated/restored.

1991

Campaign to restore the Dining Hall completed; \$2 million raised.

1993

WFCF broadcast for the first time.

1994

First regional alumni chapter formed in Orlando.

2004

Flagler College Athletic Hall of Fame established. Cedar Hall dormitory constructed.

2006

Former Hotel Ponce de Leon designated a National Historic Landmark.

2007

Molly Wiley Art Building renovated. Ringhaver Student Center constructed. Crisp-Ellert Art Museum constructed.

2008

FEC Railway buildings converted to residence halls. Flagler College became an NCAA Division II school.



1979

Florida Tuition Voucher Fund est. (later renamed the Florida Resident Access Grant).

1979

Flagler College Forum on Government and Public Policy established.

1982

Renovation of Kenan Hall.

1983

First floor of Markland House restored.

1984

Flagler College Tennis Center constructed.

1996

The Flagler Room, Rotunda, and Dining Hall restoration completed.

1996

Proctor Library opened.

1999

Frank D. Upchurch, Sr. Endowed Pre-Law Program established.

2000

Extended campus program established at Tallahassee Community College.

2003

WFCF celebrated its 10th Anniversary; constructed new radio tower to boost signal to 10,000 watts.

2009

Flagler College joined the Peach Belt Conference. New logo launched.

2010

Kenan Plaza constructed.

2011

Locker room facility constructed at Flagler Field.

2012

Hanke Hall constructed.

2014

Pollard Hall constructed.

CAMPUS LIFE- A WORLD AWAITS.



At Flagler College you'll find yourself immersed in a world of activity, friendships, networking, and learning. Flagler College has approximately 2,500 students enrolled at any given time. That means you'll see the same faces quite often, and you'll get to know your classmates and your instructors well. Our campus facilities—from dining and fitness to worship and recreation—support your lifestyle and ensure a comfortable environment to support your academic goals. In addition, Flagler offers a wide range of extracurricular, athletic, and intramural activities.

CLUBS

- Anime Club
- Archaeology Club
- Artists Striving to End Poverty
- Association of Fundraising Professionals
- Black Student Association
- Campus to City Wesley Foundation
- CRU
- Catholic College Fellowship
- Club Unity
- Deaf Awareness Club
- Dive Club
- Delta Alpha
- Film Club
- Flagler College - College Democrats
- Flagler College - College Republicans
- Gaming Guild
- Glee Club
- Green Team
- Ink Slingers
- International Student Club
- Interservice Christian Fellowship
- Jewish Student Association
- Military Veterans Club
- Muslim Student Association
- Pagan Student Association
- Phi Alpha Omega
- Ponce De Laugh-on
- Philosophy/Religion Symposium
- Photography Club
- Social Sciences Club
- Sound Club
- Sustain
- Troupe Leon

Sports Clubs:

- Men's Lacrosse Club
- Club Hockey
- Men's Soccer Club
- Quidditch Team
- Dance Club
- Table Tennis Club
- Winter Guard

Academic Organizations:

- American Institute of Graphic Arts
- Dow Advantage Public Relations Group
- ENACTUS - Entrepreneurs in Action
- Model United Nations
- Phi Alpha Delta
- Phi Alpha Theta History Honorary
- Public Relations Student Society of America
- Society for Advancement of Management
- Society of Professional Journalists



THE OLDEST CITY. THE NEWEST CHARMS.

BRICK-LINED STREETS. TOWERING SPIRES. MAJESTIC OAKS AND SWAYING PALMS.

A walk through St. Augustine, through the historic campus of Flagler College, is a walk through a tropical paradise in a place where time, it seems, stands still. The oldest continuously occupied settlement of European origin in the United States, St. Augustine was founded by Spanish explorer Don Pedro Menendez de Aviles in September 1565 and today remains a shining jewel in Florida's tourism economy.

Rich in history and vibrant with contemporary lifestyle, St. Augustine offers a mix of art, music, fine dining, casual eateries, sporting events, and shopping that makes it one of the most popular tourist destinations in the United States. And at Flagler College, you'll be directly at the heart of this bustling town center—a place where your life fits your style.

And did we mention the beach? With more than 40 miles of natural beaches that will take your breath away, St. Augustine offers an oceanfront refuge like none other. These are the same beaches that stopped Ponce de Leon in his tracks in 1513, the same beaches hotly contested by the British and the Spanish for ages, the same beaches on which the Timucuan Indians once made their home. And the travel time from downtown campus to shore break? Five minutes, tops.



MAJORS AND MINORS WITH A PURPOSE.

At Flagler College, we concentrate on a select number of majors and commit ourselves to offering rigorous, high quality programs and the support you need to be successful. From our 32 majors and 36 minors, you'll choose courses of study that are designed to combine focused academic study with real-world experiences and community-integrated projects.

Choose from nationally-renowned and long-accredited programs in business, education, design, fine art, psychology, communication, sport management, and more. Or focus on one of our innovative new programs, like Coastal Environmental Science and Honorable Entrepreneurship. No matter your path, at Flagler College you'll find the academic rigor and applied learning opportunities you've been seeking.

Flagler College alumni are also continuing their educations at prestigious graduate schools including: Boston University, Columbia University, Duke University, Harvard University, Johns Hopkins University, Princeton Theological Seminary, University College London, University of Notre Dame, and many more.

OUR GRADUATES ARE NOW WORKING AT EXCEPTIONAL COMPANIES INCLUDING:

- Boston Celtics
- Ernst & Young
- Google
- Merrill Lynch
- The Los Angeles Rams
- Motorola
- NASA
- NBC Universal
- Wall Street Journal
- Walmart Corporate
- Walt Disney World
- U.S. Food and Drug Administration
- The Washington Times
- The White House
- Turner Broadcasting System
- Unilever



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Dr. Joseph G. Joyner
PRESIDENT



THE CATALOG

2017-2018

The 2017-2018 edition of the Catalog includes essential information about Flagler College. The institution's history, purpose, distinctive characteristics, as well as student life and academic programs, are described. Additionally, prospective students will find information pertaining to admission, tuition and fees, and financial aid. On the basis of the information included, it should be possible for an interested student to gain insight into the character and nature of the institution; however, prospective students and their parents are encouraged to visit the campus in order to gain firsthand information about the College.

The provisions of this Catalog are for information purposes only and do not constitute an irrevocable contract between Flagler College and the student. While the College will endeavor to adhere to the announcements, rules, regulations, policies, and procedures, as set forth in the Catalog, it reserves the right to make changes in such areas as course offerings, degree requirements, regulations, procedures, and charges for tuition and fees, at any time, without prior notice. The College also reserves the right to cancel programs, majors, and courses due to insufficient enrollment.

Students are responsible to know and abide by all academic policies, regulations, and procedures, as set forth in the Catalog and the Student Handbook. Members of the faculty and staff are available to meet with students for counsel and guidance, but students are ultimately responsible for making course selections, meeting degree requirements, and satisfying other provisions for continuation and graduation.

Flagler College is committed to diversity, inclusion and pursuit of a higher education with adherence to high ethical standards. It is the policy of Flagler College not to discriminate in its admissions program, student services, or hiring practices on the basis of race, color, gender, religion, national origin, age, disability, marital status, familial status, sexual orientation, gender identity or expression, or any other protected characteristic. The following persons have been designated to handle inquiries regarding the College's non-discrimination policies:

For inquiries regarding non-discrimination on the basis of sex:

Dr. William L. Proctor, Title IX Coordinator • ProctorW@flagler.edu
Proctor Library - 3rd Floor • St. Augustine, FL 32084 • (904) 819-6210

For inquiries regarding non-discrimination on the basis of disability:

Lynn Francisco, Director of Disability Services • Section 504/ADA Coordinator
Proctor Library, Room 211 • St. Augustine, FL 32084 • (904) 819-6460

For inquiries regarding all other non-discrimination protected characteristics:

Dr. Daniel Stewart (Student inquiries), VP of Student Services • StewartD@flagler.edu
Ringhaver Student Center, 2nd Floor • St. Augustine, FL 32084 • (904) 819-6238

Deputy Title IX Coordinators have also been designated and represent various

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College departments. Contact information for each Deputy Coordinator can be obtained from the College's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office of Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481.

2017-2018 Undergraduate College Calendar *

FALL SEMESTER 2017

August

- 19 New Students Arrive, Orientation Begins
- 20-22 Returning Boarding Students arrive (8:00am - 4:00pm)
- 22 Convocation (Lewis Auditorium)
- 22 Registration for Part-Time Students (8:00am – 4:00pm)
- 23 Fall Semester Classes Begin
- 30 Last Day to Add and/or Drop Courses Without Grade

October

- 6-20 Available dates for Academic Advisement for Spring Semester 2018
- 9 Fall Break (Classes Cancelled)
- 14 Campus Visitation for Prospective Students & Their Parents
- 20-22 Family Weekend
- 23-29 Online Registration for Spring Semester 2018

November

- 2 Last Day to Drop a Course with a W
- 11 Campus Visitation for Prospective Students & Their Parents
- 22-24 Thanksgiving Holiday (Classes Cancelled)

December

- 1 Reading Day – no classes held
- 4-7 Final Examinations
- 7 Fall Semester Ends
- 8 Residence Halls Close at 11:00am
- 9 Fall Commencement Ceremony at 9:00am – Gymnasium
- 25-Jan.1 College Closed

SPRING SEMESTER 2018

January

- 2 College Opens
- 5 New Students Arrive, Orientation Begins
- 5 Registration for Part-Time Students (8:00am - 4:00pm)
- 6-7 Returning, Boarding and Non-Boarding Students Arrive (8:00am - 4:00pm)
- 8 Spring Semester Classes Begin
- 12 Last Day to Add and/or Drop Courses Without Grade
- 15 Martin Luther King Day - college closed

March

- 3 Campus Visitation for Prospective Students & Their Parents
- 9 Registration for Fall Semester 2018 Distributed to Advisors
- 9-Apr. 6 Available dates for Academic Advisement for Fall Semester 2018
- 22 Last Day to Drop a Course with a W
- 26-30 Spring Break (Classes Cancelled)

April

- 9-15 Online Registration for Fall Semester 2018
- 11 Honors Day
- 13 Admitted Students Day
- 20 Reading Day – no classes held
- 23-26 Final Examinations
- 26 Spring Semester Ends
- 27 Residence Halls Close at 11:00am
- 28 Spring Commencement Ceremony - Amphitheatre

May

- 3 Spring Semester Grades Due at 10:00am

SUMMER TERM 2018**May**

- 3-6 Alumni Weekend
- 4 Summer Residence Hall Opens at 11:00am
- 7 Summer Term Session A 2018 Classes Begin
- 9 Last Day to Add Summer A Courses
- 28 Memorial Day (Classes Cancelled)

June

- 7 Last Day to Drop a Course with a W
- 15 Student Onboarding and Registration Day
- 22 Summer Term Session A Ends
- 22 Summer Resident Hall Closes at 5:00pm

July

- 2 Summer Term Session B 2018 Classes Begin
- 4 Fourth of July - College Closed
- 5 Last Day to Add Summer Term Session B Courses
- 20 Student Onboarding and Registration Day
- 26 Last Day to Drop a Course with a W

August

- 3 Student Onboarding and Registration Day (transfer students only)
- 10 Summer Term Session B Ends



The distinctive Flagler College campus is located in the heart of St. Augustine, the nation's oldest city, and is close to numerous points of historic interest.



GENERAL INFORMATION

Flagler College is a four-year, independent, nonsectarian institution offering programs leading to the baccalaureate degree. The College is coeducational and residential with an enrollment of approximately 2,500 students. Flagler has chosen to remain a small college to ensure that its students are afforded the opportunity to receive a more personal and individual education.

Founded in 1968, the College was established as a memorial to Henry M. Flagler, industrialist, oil magnate, land developer, and railroad pioneer. Flagler was a co-founder of Standard Oil and the single most pivotal figure in Florida's development. His remarkable vision helped to create America's largest company and to raise cities out of a wilderness on Florida's east coast. The construction of the Hotel Ponce de Leon in St. Augustine, the development of the city of West Palm Beach, and the establishment of the Florida East Coast Railway are among Flagler's many achievements.

The centerpiece of the campus is the former Hotel Ponce de Leon, a grand resort opened in 1888 by Mr. Flagler. This imposing structure is a complex of five buildings designed in the Spanish Renaissance Revival style. The distinctive architecture is complemented by beautiful grounds and an impressive interior, which includes ornate hand-carved wood, panels of imported marble, elaborate murals, and Tiffany stained glass windows. The highly centralized campus includes fifteen other historic structures, a library, a student center, an auditorium, a gymnasium, an art museum, a laboratory and radio station for the Communication Department, administration buildings, and five residence halls.

The campus is located in the heart of St. Augustine, the nation's oldest city, near the Spanish Colonial downtown and other points of historic interest. The ideal climate, historic landmarks, numerous attractions, magnificent beaches, and Old World ambiance of St. Augustine provide an inviting campus environment for an institution of higher learning. The principal focus of Flagler's academic program is undergraduate education in selected liberal and pre-professional studies. The College strives to provide its students with a high quality education that is well-rounded, career-oriented, and enduring. To this end, the College offers a sound combination of the liberal arts, specialized areas of study, and learning experiences outside the classroom.

Although the cost of attending college has risen dramatically in recent years, Flagler has kept yearly expenses among the lowest in the nation for private colleges. The College's governing body believes that the opportunity for higher education should be affordable to students and strives to provide students with a high quality education at a reasonable cost.

The College seeks geographical diversity among its students and strives to enroll young men and women who can benefit from an educational experience at Flagler.

Approximately two-thirds of the enrolled students come from Florida, while the remaining students represent 43 states and 47 foreign countries. Students are selected on the basis of academic preparation, scholastic aptitude, and personal qualities.

Flagler is an independent college, not affiliated with religious or governmental institutions, free to chart its own course, consistent with the highest educational standards, its traditions, and its stated aims. The College is governed by a Board of Trustees, which is responsible for establishing the broad policies of the institution.

History and Heritage

Flagler College is by most standards a young institution, yet its heritage extends back into the latter part of the nineteenth century. On January 12, 1888, the Hotel Ponce de Leon opened and received its first guests. It was the grandest resort hotel of its day and a landmark in American architecture. The hotel's poured concrete walls were an innovation in modern building construction, and its Spanish Renaissance Revival architecture, stained glass, and lavish decoration have drawn enduring acclaim. The hotel attracted winter visitors from across the nation and from abroad, including eight men who were U.S. Presidents. Other notables who stayed at the hotel include Will Rogers, John Jacob Astor, and William Rockefeller. The magnificent structure, now the focal point of the Flagler College campus, was the dream of Henry Morrison Flagler, the man for whom the College is named.

Born in Hopewell, New York, in 1830, Flagler moved to Ohio as a young man and earned his fortune in the grain business. Following business reverses during the Civil War, he entered into a partnership with John D. Rockefeller to found Standard Oil Company. In 1882, Flagler turned his attention to the sparsely populated and largely undeveloped State of Florida. The next year he came to St. Augustine and met Dr. Andrew Anderson, who became his close friend and business associate. With Dr. Anderson's help, Flagler constructed the Hotel Ponce de Leon, opening the modern era in the nation's oldest city.

Flagler expanded his activities beyond St. Augustine and invested in the development of Florida's east coast. First through his hotels, then through his railroads and the land purchases that accompanied them, he transformed tiny existing towns on the Atlantic coast and created new ones, notably West Palm Beach and Miami. He played a central role in fostering tourism in the state, and he crowned his career by building the Florida East Coast Railway from Jacksonville to Miami and across the open sea to Key West.

In addition to his coastal railroad and hotels, Flagler also financed vast agricultural enterprises and founded what is today the Florida Power and Light Company. The east coast of Florida owes its rapid development to the pioneering work of Henry M. Flagler. His record of philanthropy and public spiritedness remains unmatched in the state's history. Flagler died in 1913.

The legacy of Henry Flagler is bestowed on the College with a beauty that has not faded with the years. This legacy is a permanent endowment meriting the tribute of lasting remembrance and gratitude. Students, faculty, and staff are challenged to be worthy of the College's proud heritage and its sustaining legacy.

Flagler College was chartered in 1963 and was founded as a women's college in 1968. In 1971, under the leadership of Lawrence Lewis, Jr., the College was reorganized as a coeducational institution of higher education. Mr. Lewis, great-nephew of Henry Flagler, former President of the Flagler System and a philanthropist from Richmond, Virginia, served as Chairman of the Board of Trustees of Flagler College during the College's formative years, from 1968 to 1988.

In April of 1971, Dr. William L. Proctor was appointed President of Flagler College, a position he would hold for 30 years. Dr. Proctor resigned as President of Flagler College in 2001 to accept an appointment by Governor Jeb Bush to serve on the seven-member Florida Board of Education. He continues his service to the College in the position of Chancellor.

Dr. William T. Abare, Jr., was appointed President of Flagler College in 2001. He began his career with Flagler College in August of 1971. Prior to assuming his position as the institution's chief executive officer, President Abare served as the Executive Vice President and Dean of Academic Affairs. Dr. Abare retired from the Presidency June 30, 2017. Dr. Joseph G. Joyner succeeded Dr. Abare as President, assuming the leadership of the College July 1, 2017. Dr. Joyner served as Superintendent of the St. Johns County School District from 2003 to 2016.

Mission

Flagler College is a small private, residential college located in historic St. Augustine, Florida. The centerpiece of its campus is the former Hotel Ponce de Leon, a grand hotel constructed in 1888 by Henry M. Flagler, industrialist, philanthropist, railroad pioneer, and developer of the east coast of Florida. The Hotel Ponce de Leon serves as an enduring reminder of Mr. Flagler's enterprise, diligence, and commitment to excellence. The College is committed to the preservation of the hotel and other historic structures that grace its campus.

The mission of Flagler College is to educate and prepare students for productive careers, graduate and professional studies, and informed, responsible citizenship. Flagler College emphasizes teaching and scholarship; promotes intellectual and personal growth; and provides high quality education in a caring and supportive environment that capitalizes on its historic, coastal location and its beautiful campus. Flagler College offers a liberal arts and pre-professional curriculum and promotes high impact learning experiences, including co-curricular opportunities, which foster the development of well-rounded students. Flagler College is committed to high standards and student success; values integrity, personal responsibility, self-discipline and civility; and embraces accountability and stewardship. Flagler College encourages principled entrepreneurial thinking, fosters a sense of community, and promotes good citizenship.



The frequency and quality of faculty-student contacts are increased at a small college like Flagler.

Core Values

Student-focused. The College's highest priority is to educate and prepare students for productive careers and responsible citizenship, encouraging and supporting all students to achieve their greatest potential.

Teaching and Learning. Teaching and learning are vital to Flagler College's mission and define its identity as an institution. The College is dedicated to the highest academic standards and the intellectual and personal growth of each student.

Quality. Flagler College strives for excellence in everything it does. The College is committed to the pursuit of excellence through academic rigor and continuous improvement of its educational programs and services.

Citizenship. Flagler College prepares students to be informed, responsible citizens.

Civility. Flagler College embraces civility as essential to developing citizenship, collegiality and a sense of community. Accordingly, the College promotes understanding and mutual respect of all members of the student body, faculty and staff, and showing respect for all people.

Integrity. Members of the Flagler College community are expected to be fair, honest, and ethical. Honesty and trust are the foundations of teaching, learning, high academic standards and student development. The College requires students to be responsible and honest in their academic work.

Collegiality. Flagler College values collegial relationships among students, faculty, staff, alumni, and the local community in an atmosphere of mutual respect, open communication, and trust.

Stewardship. Flagler College is committed to the ethical stewardship of the resources placed in its trust; the College values prudence and manages its resources wisely. The College is committed to maintaining its heritage and preserving its historic buildings.

Community. Flagler College supports the St. Augustine community and is committed to its social, cultural, and educational advancement.

Distinctive Characteristics

Consistent with Flagler's unique mission are several characteristics which collectively define the specific nature of the College. These distinctive characteristics, listed below, help to distinguish Flagler College from other institutions of higher learning.

Flagler College is small. With a planned enrollment of approximately 2,500 students, Flagler College strives to develop those desirable qualities which smallness fosters. Among these qualities are civility, integrity, loyalty, dependability, and community. Since its founding in 1968, the College has sought to offer its students stimulating learning opportunities within the context of a small college environment. Experience has shown that the frequency and quality of faculty-student contacts are increased at a small college. Also, students are more inclined to become involved with student government, to assume leadership positions, and to participate in various extracurricular activities.

Flagler College offers a limited number of academic programs. Flagler recognizes that, as a small college, it must concentrate its resources among a limited number of carefully selected majors and minors to provide and maintain programs of high quality. The goals of the academic program are to help students develop essential intellectual skills and proficiency in one or more major fields of study. Through the general education program, students develop the skills to communicate effectively, to reason mathematically, to think critically, and to use computer and information technology productively. These are the skills that students need to be successful in college and to become lifelong learners.

Flagler College seeks a faculty dedicated to undergraduate teaching. To achieve its educational goals, the College seeks to attract and retain a professionally competent faculty dedicated to the art of teaching and advising, committed to high standards of performance, and concerned for the welfare of the College and its students. Faculty members are readily accessible and meet frequently with students outside the classroom.

Flagler College maintains high standards of personal conduct. The College's policies and regulations reflect its expectations with respect to the personal conduct of students, faculty, and staff civility, integrity, morality, and sensibility are deemed essential to the common life of the College and to the pursuit of its broad educational objectives.

Flagler College serves the full-time, traditional college-age student. The educational program at Flagler is intended to serve primarily the needs and aspirations of full-time students and of those traditionally considered college age. More than 97% of the students attend on a full-time basis and 76% fall within the 18-to-21 age cohort; approximately 37% of the full-time students reside on campus.

Flagler College seeks to use community resources. Flagler is an integral part of St. Augustine and seeks to use the educational, cultural, and recreational resources of the community to enhance the quality of life and the quality of education at the College. The campus is surrounded by the city's restored area, national monuments, museums, libraries, and other significant facilities and sites.

Flagler College maintains unique campus structures. The former Hotel Ponce de Leon, now Ponce de Leon Hall, is a National Historic Landmark, the highest recognition for a historic property in the United States. The College's additional historic buildings are within districts listed in the National Register of Historic Places, the nation's official listing of properties of historical and cultural significance.

Flagler College practices prudent management of resources. In pursuit of its educational goals, the College recognizes that the resources committed to its use constitute a trust requiring prudent management and stewardship. Flagler strives to provide students with a quality education at a reasonable cost and to operate within a balanced budget. The attainment of these goals has enabled the College to achieve financial stability and has contributed greatly to the growth and progress of the College. The tuition and fees at Flagler are among the lowest in the nation for private colleges, and the College's endowment supplements other resources necessary to support its educational programs, to maintain and preserve its facilities, and to sustain improvements in quality.

Flagler College provides a friendly campus environment. One of the more significant benefits of a small college is that it affords the opportunity for personal relationships among students, faculty, and staff. An atmosphere of friendliness and respect is encouraged throughout the College.

Institutional Goals

The following institutional goals were derived from the Mission, Core Values, and Distinctive Characteristics. The goals reflect college-wide aims and aspirations and provide the basis for improving institutional effectiveness.

1. To provide high quality academic programs in selected fields of study that will prepare students for employment or for graduate or professional studies upon graduation.
2. To promote general education and ensure that students are able to think critically; to read and communicate effectively; to perform fundamental mathematical skills; to demonstrate competence in the basic use of computers; and to perform essential research skills.
3. To foster an intellectual climate that stimulates student learning through direct interaction between students and faculty and encourages student participation in class discussions, group projects, research endeavors, and internship experiences.
4. To employ qualified faculty and staff to accomplish the mission and goals of the institution and to provide opportunities for their professional growth.

5. To offer a broad range of educational support services required to accomplish the College's purpose and goals. These services include, but are not limited to, library and learning resources, educational media, and information technology.
6. To provide an array of programs, events, and services which enrich student life, facilitate student growth, and afford opportunities for students to develop leadership and teamwork skills.
7. To maintain the College's strong financial position through prudent fiscal planning and efficient management of resources.
8. To secure the resources required to accomplish the College's purpose, goals, and objectives by broadening the base of financial support through a comprehensive advancement program.
9. To preserve and maintain Ponce de Leon Hall and other historic campus buildings while ensuring that all facilities and grounds are well maintained, attractive, and used efficiently.
10. To provide facilities and equipment needed to fulfill the College's purpose and goals, ensure its desired enrollment, support its educational and student life programs, and maintain its competitive position with other colleges and universities.
11. To uphold ethical standards and high standards of conduct for all members of the College community.
12. To enroll qualified students who are capable of pursuing and benefitting from an educational experience at Flagler.
13. To offer activities, events, and programs that enrich life on campus and contribute to the civic, cultural, and aesthetic life of the surrounding community.
14. To serve as a memorial to Henry M. Flagler through adherence to his principles of enterprise and industry and by a commitment to pursuing high standards of performance.
15. To provide a healthy, safe, secure, and inviting campus environment for students, faculty, staff, and visitors.
16. To maintain a commitment to the use of current and relevant technology in all programs and services to advance teaching and scholarship, enhance student learning, and improve administrative operations.
17. To assure the effectiveness and continuous improvement of instructional programs, educational support services, and administrative processes through an on-going, systematic process of planning and evaluation.
18. To advance the College's visibility and reputation through a coordinated public relations effort.

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19. To provide a competitive intercollegiate athletic program that enriches the academic, social, and physical development of the College's student-athletes, contributes to the overall student life program, and enhances the College's visibility and reputation.
20. To foster a culture that advances knowledge and learning; promotes intellectual and personal growth; values integrity, responsibility, and mutual respect; nurtures a sense of community; embraces the principles of accountability and stewardship; and encourages the pursuit of quality and continuous improvement.

The Campus

The Flagler College campus is a place of beauty and uncommon historic interest. From the twin towers that have so long dominated the city's skyline to the well-kept grounds and superbly designed and decorated interiors of the buildings, there are few comparable college campuses in America. In the descriptions below, buildings designated with an asterisk are listed in the National Register of Historic Places.

65 Cuna Street*

This Spanish Colonial style building was acquired and renovated by the College to provide a permanent location for WFCF, 88.5 FM.

66 Cuna Street*

The two connected buildings house the Communication Department faculty offices and a state-of-the-art editing suite. Building appointments include second story porches, green lighting features, and parking in the rear of the building.

74 Riberia Street*

Built in the early 20th century in the American Foursquare style, the building is part of the Model Land Company Historic District and houses faculty offices.

Arbizzani Sculpture Studio

Originally a garage and part of the Casa Amarylla property, this building became incorporated into the art program complex in 2007.

Casa Amarylla*/Wiley Hall

Constructed in 1898 as a residence for the Hotel physician, the dwelling was modified to its current Colonial Revival style in the early 20th century. The building was rehabilitated in 1988. It currently houses the Office of the Registrar, faculty offices for the Business Administration Department, and classrooms. The building is named for Mary Lily Flagler "Molly" Lewis Wiley, Henry Flagler's great-niece and Lawrence Lewis, Jr.'s sister, who spent much of her childhood in St. Augustine and provided funds for the rehabilitation of the building.

Cedar Hall

Constructed in August 2004, the Cedar Street Residence Hall houses 104 male students. The building is constructed of concrete with brick trim to complement the Flagler-era campus buildings.

The Crisp-Ellert Art Museum and Anderson Cottage*

Dr. Robert Ellert and Dr. JoAnn Crisp-Ellert donated their historic residence to Flagler College. The Crisp-Ellert Art Museum, adjoining the residence, honors that gift and recognizes the couple's contributions to the College and to the St. Augustine community. The 1,400 square foot gallery enables exhibitions of works by Flagler College students and staff and visiting artists. Anderson cottage was renovated during the summer of 2017 to serve as an Alumni House and the Career Development Center.

Dining Hall*

A grand marble staircase leads from the Rotunda in Ponce de Leon Hall to the Dining Hall which is breathtaking in sweep of size, appointments, proportions, elegance and beauty. The rectangular hall features rich oak pillars and elaborate ceiling murals and is flanked by curved venido rooms. Lions' heads with light bulbs in their mouths encircle this magnificent space with Tiffany stained glass windows.

FEC Towers*, Abare Hall, the Commons Building, Parking Garage

With the addition of the Florida East Coast Railway buildings in 2011, the College enhanced the historic significance of its campus. The three towers, constructed in 1922, 1923, and 1926, served as the headquarters for the Florida East Coast Railway. Henry Flagler developed the company to link his chain of luxury hotels, including the Hotel Ponce de Leon. The three towers have been renovated to serve as men's and women's residence halls.

The newly constructed Abare Hall welcomed students in the fall of 2017. Located overlooking the San Sebastian River and adjacent to the historic FEC Towers residence halls, each of the suites in Abare Hall include private bedrooms, a small kitchen, and common seating areas. There are also three study/lounge areas located on each of the three floors. Abare Hall was named in honor of President Emeritus William T. Abare, Jr., who retired from the presidency in June 2017 after 46 years of service to the College.

The commons building, which links the FEC Towers to Abare Hall, has an interior lounge, as well as outside patio areas, a convenience store, fitness center, multipurpose room, offices, and meeting rooms. A five-level parking garage accommodates approximately 551 cars and is available to all students, faculty, and staff. The architectural design of the residence hall and parking garage reflects many of the design elements found in the historic FEC Railway buildings.

Hanke Hall

Built in 2012, the two-story, 12,000 square feet building reflects the Second Spanish Period style. The courtyard entry is highlighted by a tiled fountain designed by Flagler College Fine Arts majors. Hanke Hall houses Flagler College's Office of Enrollment Management, which consists of the Office of Admissions and the Office of Financial Aid. The building is named for Col. G.F. Robert Hanke, USMC (Ret.), a member of the College's Board of Trustees and a great-grandson of Henry M. Flagler.

Kenan Hall*

North of the Dining Hall is Kenan Hall, the College's principal academic building. It contains classrooms and seminar rooms, faculty offices and laboratories. The facility is named for William R. Kenan, Jr., an industrialist, philanthropist, brother-in-law, and business associate of Henry M. Flagler.

Lewis Auditorium at Flagler College

The Flagler College Auditorium opened in 1991 and underwent a major renovation in the summer of 2012. The Board of Trustees renamed the building Lewis Auditorium to recognize and honor Lawrence Lewis, Jr., the College's founder and major benefactor during its formative years, and his wife Janet Patton Lewis. He provided the funds to construct the auditorium in 1991. The building includes a 789-seat theater, which is used by the College's drama program, for Flagler College events, and by many community organizations. The interior of the auditorium is free of posts or support beams to ensure excellent, unobstructed viewing for every member of the audience. The stage, equipped with a 24-foot diameter turntable, projects into the seating area, bringing action closer to the audience. The lobby, a sweeping crescent approximately 130 feet in length, is entered by any one of six sets of solid Honduran mahogany doors. The ticket counter, which occupies a central position in the lobby, is the former bursar's window from the Hotel Ponce de Leon.

Lewis House

Lewis House is a three-story men's residence hall housing 180 students. Constructed in 1987, the building is named for Lawrence Lewis, Jr., founder of Flagler College and great-grandnephew of Henry Flagler. Mr. Lewis served as Chairman of the Board of Trustees of Flagler College from 1968 to 1988.

Markland House*

Markland House, home to the Andrew Anderson family for a century, began in 1839 as the centerpiece of a citrus plantation. The original eastern two thirds of the building is constructed of coquina stone, the same material as that used for the Castillo de San Marcos and St. Augustine's Spanish colonial buildings. In 1899, New York architect Charles Gifford and Philadelphia interior designers Karcher and Harpring orchestrated a major addition constructed of structural brick and transformed the building into a Beaux Arts-style masterpiece with colossal Corinthian columns. Flagler College restored the building to its turn-of-the-century grandeur for College-related functions. The second floor houses offices for College Relations.

Markland Cottage*

Located behind Markland House, this small shingled structure was built as the billiard building for the Anderson family. It features a deep porch supported on palm tree trunks and a heavy cornice under a concave roof. The building now serves as headquarters for the Northeast Regional Center of the Florida Public Archaeology Network.

Molly Wiley Art Building*

The fourth and fifth buildings of the Hotel Ponce de Leon complex received an award-winning rehabilitation and conversion for classrooms and studios for the College's Art and Design programs. The Edison Boiler Building is identified readily by its iconic smokestack, and the former Artists' Studios retains all of its exterior design and details, including the palm tree trunk columns on the second floor balcony. The building is named in honor of Mary Lily Flagler "Molly" Lewis Wiley, Henry Flagler's great-niece and Lawrence Lewis' sister.

Palm Cottage*

Built to house the steam powered dynamo that provided electricity to Casa Amarylla, the campus' tiniest building proudly boasts its Greek Revival temple entry supported on palm tree trunk columns. The building is located between Wiley Hall and Lewis House, and it houses the Honors Program.

Pollard Hall

Completed in 2014, the academic center comprises 18,600 square feet in three two-story structures, all connected by a one-story building that is used as a common area for students and faculty. The architectural design reflects the Second Spanish Periods. Pollard Hall features nine classrooms, five offices, a television studio, and multiple common areas.

Ponce de Leon Cottage*/Thompson Hall

The property is one of the few surviving "winter cottages" constructed for Henry Flagler. The College acquired the Queen Anne-style residence in 1983 and preserved its distinctive Victorian features, including projecting gable wings and dormers and an elaborate gingerbread wraparound porch. With a significant gift from Pierre, Shirley and Paul Thompson, the building was renovated in 2008. Thompson Hall houses faculty, and its double parlors are available for seminars and presentations.

Ponce de Leon Hall*

The focal point of the campus is the former Hotel Ponce de Leon, considered by experts as one of the country's best examples of Spanish Renaissance Revival architecture, and the nation's first major cast-in-place concrete structure. In 1975, the Hotel Ponce de Leon was listed in the National Register of Historic Places, and in 2006, the building was designated as a National Historic Landmark, the highest recognition a property in the United States can receive. The building was the first architectural commission for John Mervyn Carrere and Thomas Hastings. The Carrere and Hastings firm went on to design more than 600 projects, including the New York Public Library and the original House and

Senate Buildings in Washington, D.C. Bernard Maybeck, later the designer for the Palace of Fine Arts in San Francisco, served as one of the chief draftsmen for the Hotel project. Construction was the responsibility of the St. Augustine firm of McGuire and McDonald, former New England shipbuilders. Thanks to the Edison Electric Company's four direct current dynamos, the hotel boasted four thousand electric lights, and each hotel room featured steam heat. Water was pumped from four artesian wells, filtered through four fountains, and stored in the twin towers before servicing hotel rooms. Louis Comfort Tiffany designed the interior of the building with Hastings. Also, Tiffany created the building's 79 stained glass windows. This was at the beginning of Tiffany's career, when he was registering patents for his glass works and prior to the time he devoted himself to the artistic designs of lighting fixtures for which he is so well known.

George Willoughby Maynard painted two sets of murals for the Rotunda: Elements: Air, Fire, Water and Wind, and Exploration: Adventure, Discovery, Conquest and Civilization. Later, he replicated the latter set in the Treasures Gallery, Thomas Jefferson Building (Library of Congress). He also created murals for the Hotel Dining Room. His other commissions included Trinity Church in Boston and the Metropolitan Opera House in New York City.

The Flagler Room, located adjacent to and west of the Rotunda, served originally as the Hotel's Ballroom. The Flagler Room consists of five distinct sections, four of which house furniture, paintings, decorative arts objects and memorabilia from the building's era as a hotel, and are a memorial to Henry Morrison Flagler. The central section is a lecture/recital area that seats approximately 150 people. The focal point of the central section is the onyx marble fireplace. The ceiling in the central section denotes the explorer Ponce de Leon with ships, conquistador helmets, and the dates of his discoveries. The date of the Hotel's completion is noted there also.

Sections of the ceilings are decorated with paintings on canvas. These paintings, measuring 25 feet by 15 feet, are the work of artisan Virgilio Tojetti. Most prominent, however, are the eleven sparkling chandeliers of crystal created by Tiffany. Henry Flagler acquired a magnificent collection of paintings, many of which are owned by Flagler College today and are exhibited in the building.

The College undertook the restoration of the fourth floor Solarium to coincide with the celebration of the 125th Anniversary of the opening of the Hotel Ponce de Leon in 2013. Originally used as a space for leisure and social events, the outdoor patios afford glorious vistas of the St. Augustine skyline. The renovated Solarium will serve as a gathering place for the college faculty and student body as well as a site for social events.

Proctor Library

Completed in 1996 and anchoring the northwest corner of the campus, the building is named for Dr. William L. Proctor, President of the College from 1971 to 2001. The three-story building, with its muted grey walls and brick banding, reflect the architectural style of the Hotel Ponce de Leon. The first floor includes the circulation

desk, reference materials, computer stations, audiovisual equipment, seating for both collaborative projects and individual study, and administrative offices for the library. Upper floors contain shelving for the collection; lecture, conference and group study rooms; computer and graphic design labs; administrative and faculty offices.

Ringhaver Student Center

The Ringhaver Student Center was completed in August 2007. This two-story building features a dining area, lounges, and a recreation room on the first floor. The second floor includes five classroom, a multi-purpose room, group study rooms, the Office of Student Services, and offices for student clubs and organizations, including the Student Government Association and the Campus Activities Board. The 43,000 square foot building is named for the Ringhaver family. L.C. “Ring” Ringhaver and his sons, Lance C. Ringhaver and Randal L. Ringhaver, served on the College’s Board of Trustees.

Seavey Cottage/Union Generals’ House*

Built by Henry Flagler in 1887 for Osborn D. Seavey, manager of the Hotel Ponce de Leon, this winter cottage was restored in 1987. Its ashlar-scored natural stucco finish and red brick quoins and window duplicate the color pattern of the former Hotel Ponce de Leon. Some prominent residents of the cottage throughout the years were West Point graduate General John M. Schofield, from 1899 until his death in 1906, and General Martin D. Hardin from 1916 to 1923, when he died. The building is used for the Office of Business Services.

Recreational facilities on campus include a gymnasium, six tennis courts, and a swimming pool. The athletic field, located two miles from the campus, provides a baseball stadium, a soccer field, and a softball stadium.

Tinlin Cottage

The building, located at 65 Valencia Street, houses the Counseling Center as well as offices for the College’s Youth Ministry Program.

Affiliations

The St. Augustine Foundation, Inc. is located in the heart of St. Augustine at 97 St. George Street, approximately three blocks from the Flagler College campus. The St. Augustine Foundation was established by the late Lawrence Lewis, Jr., of Richmond, Virginia, for the purpose of preserving and exploring archaeological treasures unique to the nation’s oldest city. The Foundation is dedicated to the support of archival, historical, and archaeological research. The St. Augustine Foundation underwrites the Center for Historic Research, which is dedicated to the search and recovery of primary documentation on Spanish-Colonial Florida and to the dissemination of historic data arising out of those materials. The Center features a sixteenth-century database and has recently added microfilm of the Revillagigedo Papers, an entire private archives of the families descended from Pedro Menendez de Aviles, the founder of St. Augustine.

The St. Augustine Foundation also helps to underwrite the Historic St. Augustine Research Institute, which is a cooperative effort involving Flagler College, the University of Florida, and the Foundation. The purpose of the Institute is to conduct historical, archaeological, and architectural studies in St. Augustine. The Institute combines the talents of some of the most noted historians, architects, archaeologists, and researchers with the resources of the Foundation.

Flagler College is the host institution for the Florida Public Archaeology Network/Northeast Regional Center, one of four regional centers in the state. The Florida Public Archaeology Network (FPAN) is a statewide program administered by the University of West Florida in cooperation with the Florida Department of State, Division of Historical Resources. Created during the 2004 legislative session as part of the Florida Historical Resources Act, the purpose of FPAN is to communicate the importance of, and facts about, Florida archaeology to state residents and visitors, and to discover, understand, and protect the state's archaeological resources. The Northeast Regional Center offers specific programs to promote the region's archaeology and history, to encourage heritage tourism, and to advance appreciation of archaeological resources around the state.

Accreditation and Charter

Flagler College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Flagler College. In addition, the College's teacher education programs are approved by the Department of Education in the State of Florida for the preparation of teachers, and the program in deaf education is certified by the Council on the Education of the Deaf.

The College is chartered under the general laws of the State of Florida as a private, non-profit, and non-denominational liberal arts college with authority to grant the full range of earned and honorary degrees. Flagler College is approved by the U.S. Department of Justice for foreign students; and approved for the training of Veterans and War Orphans by the Florida Department of Veterans Affairs.

External Programs: Flagler College-Tallahassee

Flagler College offers programs leading to the Bachelor of Arts degree in accounting, business administration, elementary education, elementary education/exceptional student education, and strategic communication (public relations) on the campus of Tallahassee Community College in Tallahassee, Florida. Students may select between day and evening programs.

Students who wish to enroll at the Flagler College-Tallahassee campus must have completed an associate of arts degree, an associate of science degree, or a minimum of 60 semester hours of transferable credit. The degree or credits must be earned from a regionally accredited college or university. A maximum of 64 semester hours may

be transferred from a two-year college, and a maximum of 75 semester hours may be transferred from a four-year college or university. Applicants must submit an official transcript from each postsecondary institution attended.

Prospective students may request additional information from Flagler College-Tallahassee, 444 Appleyard Drive, Tallahassee, Florida 32304. Specific questions concerning admission, financial aid, or academic programs should be addressed to the Dean of Flagler College-Tallahassee at 850-201-8070.

Public Administration Program

The Public Administration Program at Flagler College is offered as a community service for working professionals employed in public service and non-profit agencies in St. Johns and surrounding counties.

Classes are offered on the Flagler College campus two evenings per week and four Saturdays per eight week session. Students who enroll for 12 hours per semester complete the program in five semesters.

Admission Requirements: Applications are invited from students who have earned an Associate of Arts degree, an Associate of Science degree, or 60 transferable college credits in which a grade of C or better was earned from a regionally accredited college or university. A maximum of 15 academic credit hours may be accepted for military or protective services training, education, or experience. Students who lack an Associate of Arts degree or who have earned the Associate of Science degree may have to take additional courses to satisfy the College's general education requirements. All requirements must be met and official transcripts received prior to commencing the Public Administration program.

There is no application fee for the Public Administration program. Admitted students must submit a \$100 deposit within 30 days of their acceptance to officially enroll. This deposit is credited to students' accounts in their second semester of attendance.

To apply for the Public Administration program:

1. Complete the online application for admission, which can be found at <http://www.flagler.edu/academics/public-administration-program/admission/>
2. Request that the Registrar of each college attended forward an official copy of the student's transcript to the Office of Admissions, Flagler College, 74 King Street, St. Augustine, FL 32084
 - a. Protective service employees (law enforcement, fire protection, paramedics/emergency medical technicians) should also provide documentation of professional training for evaluation of transfer credit. This may be sent to the same address as official college transcripts.

- b. Military veterans should order their official Joint Service Transcript or Community College of the Air Force transcript for evaluation of transfer credit; other documentation of military training may also be submitted. For a full discussion of Flagler College's military training and education transfer credit policy, see page 48.
 - c. Official AP or CLEP exam score reports may be submitted, if applicable. See pages 42 through 43 for discussion of credit for AP and CLEP exams.
 - d. SAT or ACT score reports are not required.
3. Submit the required deposit within 30 days of the acceptance letter date. Acceptance letters will include a link to submit deposits online. Deposits may also be mailed or submitted in person to Bursar's Office, Department of Business Services, 20 Valencia Street, St. Augustine, FL 32084.

Course Descriptions:

PAD 200 – The Public Economy (3)

A review of the American economy. Topics of study include federal, state, and local effects on the economy, economic growth, inflation, and the United States in the world economy.

PAD 210 – American Government (3)

An introduction to American Government, including such representative topics as the Congress, the Presidency, civil liberties, voting and public opinion, and national defense.

PAD 215 – Public Relations (3)

This course examines the principles of effective communication and the tools of successful public relations. Students will learn how to research, design, present, implement, and evaluate a communications plan to support an organization and its policy choices.

PAD 220 – Accounting for Public Administrators (3)

An introduction to Governmental and Fund Accounting, providing an overview of fund accounting, governmental accounting standards, program cost accounting and reporting. Students will acquire a basic knowledge of fund accounting, account structure, revenue and cost reporting, and auditing requirements.

PAD 301 – Public Administration (3)

A survey of the major concepts and ideas shaping the field of public administration today, emphasizing public vs. private management, bureaucratic processes and politics, and administrative responsibility.

PAD 305 – Management in the Public Sector (3)

An introduction to the role of management in the successful operation of public sector organizations. Representative topics include executive-bureaucratic linkages, human relations, and strategic management.

PAD 320 – Public Policy (3)

An examination of the policy making process and a survey of the major policy areas facing public administrators today, including representative topics such as the environment, education, crime, welfare, and taxation.

PAD 340 – Emergency Management (3)

An introduction to emergency management, including such topics of study as the evolution of emergency management in the United States, managing natural hazards and disasters, and managing man-made hazards and disasters.

PAD 351 – Administrative Law (3)

A review of the safeguards in the administrative system for the rights and liberties of those in direct contact (or conflict) with public administrators, and for the rights and liberties of public administrators. Topics of study include rule making, adjudication, administrative discretion, regulation, and the Administrative Procedures Act.

PAD 360 – Fiscal Administration (3)

An examination of fiscal administration within the public sector. Major topics of study include: principles of public finance, the budgetary process, budget methods and practices, budget classifications and reform, capital budgeting, tools of taxation, user fees, tax collection, revenue forecasts, intergovernmental fiscal relations, debt administration, and cash management.

PAD 362 – Administrative Leadership (3)

A study of leadership theory and how it applies to real situations. Topics include an examination of the strengths and criticisms of the various approaches to leadership including Traits, Skills, Style, Situational, Contingency Theory, Path-Goal Theory, Transformational, and Team Leadership. Topics of study will also include the differences between leadership and management, and the use of communication, vision, and courage in effective leadership.

PAD 372 – Intergovernmental Relations (3)

An examination of how the various levels of government, local, county, state, and federal, share authority and power in their constantly changing relationship of joint action.

PAD 401 – Grant Writing and Administration (3)

An examination of the practice of grant writing, including analysis of the different kinds of grants, the market for grants, the preparation of grant proposals/applications for submission and successful management of the grant and the relationship with the funding agency.

PAD 410 – Public Sector Human Resource Management (3)

A review of the personnel function in public organizations. Representative topics include position analysis, job evaluation, recruitment, selection, promotion, employee benefits, training, collective bargaining, and conflict resolution.

PAD 420 – Administrative Ethics (3)

A study of the definition and philosophy of ethics. Students will learn to recognize ethical problems and gain skills to approach them with honesty, sincerity, and confidence. Special emphasis is given to public service ethics for public administrators.

PAD 425 – Issues in State and Local Government (3)

Broad introduction to the structure and operations of state and local governments. Included among the topics of study are the role and power of state and local governments, interest groups, political parties, and state constitutions.

PAD 440 – Behavior in Public Organizations (3)

An examination of human behavior in public organizations. Representative topics include organizational change, personal development, and team building.

PAD 445 – Research Methods for Public Administrators (3)

This course emphasizes the important role of research in public affairs. Topics include research design, measurement, survey design and implementation, observational techniques, quantitative analysis, qualitative analysis, and research ethics.

PAD 460 – Program Evaluation (3)

An examination of the evaluation of public programs. Topics to be covered include planning, monitoring, and conducting program evaluations. Students will also study cost-benefit analysis and evaluation design.

PAD 470 – Current Issues for Public Managers (3)

The course examines the array of challenges faced by public managers in the 21st century. Students will study how to successfully manage in an era of reduced revenues, a decreased public sector workforce, difficult decisions on service levels, and increased public and policymaker scrutiny. Representative topics of study include: sustaining revenue and budgets, reengineering service delivery, public employee health care and pensions, contracting and public-private partnerships, use of technology, and effectively communicating with stakeholders and citizens.

The Community

Flagler College is located in the heart of the historic city of St. Augustine on the northeastern coast of Florida. This delightful community lies within sight of the Atlantic Ocean on the banks of the Matanzas River, which is part of the Intracoastal Waterway that links Florida and New England. St. Augustine is approximately 35 miles south of Jacksonville and 55 miles north of Daytona Beach. Major highways leading to Palm Beach, Orlando, and other Florida cities provide excellent access to many well-known attractions.

By actual date of founding, St. Augustine can trace its origin back 42 years before Jamestown and 55 years prior to Plymouth to a day in 1565, when Don Pedro Menendez de Aviles claimed the site for King Philip II of Spain and established a small outpost. Since that time, four centuries of exciting history under Spanish, English, and American rule have given the city a pride in its heritage and a charm all its own.

Famous as a tourist center, rich in history, and beautifully maintained in all its storied charm, St. Augustine combines elements of the past with a lively appreciation of the present. Indeed, St. Augustine with its long history and its museums and cultural activities is a city of many interests and, as such, is perhaps more ideally suited than most to be the seat of a small, regional college. Community resources complement and enrich the educational program at Flagler.

Historic information courtesy Leslee Keys, *Hotel Ponce de Leon: The Rise, Fall, and Rebirth of Flagler's Gilded Age Palace*, UPress of FL, 2015.

Student Right To Know: March 15, 2017 Report

Headcount

| Non-duplicated Headcount 2016-2017 ¹ | Non-Resident Alien | Black, non-Hispanic | American Indian or Alaskan Native | Asian or Pacific Islander | Hispanic | White | Race/Ethnicity Unknown | TOTAL |
|---|--------------------|---------------------|-----------------------------------|---------------------------|----------|--------|------------------------|--------|
| | Number | Number | Number | Number | Number | Number | Number | Number |
| Total | 128 | 99 | 7 | 35 | 217 | 2188 | 241 | 2915 |
| Male | 75 | 53 | 1 | 12 | 85 | 747 | 94 | 1067 |
| Female | 53 | 46 | 6 | 23 | 132 | 1441 | 147 | 1848 |

Graduation Rate²

| Six-year Graduation Rate | Non-Resident Alien | Black, non-Hispanic | American Indian or Alaskan Native | Asian or Pacific Islander | Hispanic | White | Race/Ethnicity Unknown | TOTAL |
|--------------------------|--------------------|---------------------|-----------------------------------|---------------------------|-----------|-----------|------------------------|-----------|
| | Grad Rate | Grad Rate | Grad Rate | Grad Rate | Grad Rate | Grad Rate | Grad Rate | Grad Rate |
| Total | 69% | 35% | 40% | 83% | 53% | 55% | 59% | 55% |
| Male | 67% | 17% | 0% | 100% | 52% | 50% | 53% | 50% |
| Female | 75% | 55% | 67% | 75% | 54% | 59% | 64% | 59% |

¹ Fall and spring

² Cohort definition related to IPEDS reported first-time, in college, freshman; cohort 2011 (e.g., 54% of white males who started in their cohort, graduated within six years.)

Athletic Scholarship Headcount

| Headcount of those who rec'd Athletic Scholarship during 2016-17 | Non-Resident Alien | Black, non-Hispanic | American Indians or Alaskan Native | Asian or Pacific Islander | Hispanic | White | Race Unknown | TOTAL |
|--|--------------------|---------------------|------------------------------------|---------------------------|----------|--------|--------------|--------|
| | Number | Number | Number | Number | Number | Number | Number | Number |
| Basketball | | | | | | | | |
| Total | 2 | 13 | 0 | 0 | 0 | 5 | 3 | 23 |
| Male | 1 | 8 | 0 | 0 | 0 | 2 | 0 | 11 |
| Female | 1 | 5 | 0 | 0 | 0 | 3 | 3 | 12 |
| Baseball | | | | | | | | |
| Total | 0 | 1 | 0 | 0 | 2 | 28 | 0 | 31 |
| Male | 0 | 1 | 0 | 0 | 2 | 28 | 0 | 31 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cross-Country | | | | | | | | |
| Total | 1 | 0 | 0 | 0 | 2 | 12 | 0 | 15 |
| Male | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 8 |
| Female | 1 | 0 | 0 | 0 | 1 | 5 | 0 | 7 |
| All other sports combined | | | | | | | | |
| Total | 31 | 5 | 0 | 0 | 3 | 52 | 7 | 98 |
| Male | 17 | 1 | 0 | 0 | 0 | 13 | 3 | 34 |
| Female | 14 | 4 | 0 | 0 | 3 | 39 | 4 | 64 |
| Total of all sports | | | | | | | | |
| Total | 34 | 19 | 0 | 0 | 7 | 97 | 10 | 167 |
| Male | 18 | 10 | 0 | 0 | 3 | 50 | 3 | 84 |
| Female | 16 | 9 | 0 | 0 | 4 | 47 | 7 | 83 |



Proctor Library, named for Chancellor William L. Proctor, is a vital resource to the Flagler College students, accommodating the latest technologies and electronic information sources along with traditional research library services.



ADMISSION

Admission Policy

The general purpose of this policy is to set forth the standards for admission to Flagler College. Flagler serves a predominately full-time student body and seeks to enroll students who can benefit from the type of educational experience the College offers. Because of the College's unique mission and its distinctive characteristics, some students may benefit more from an educational experience at Flagler than others. It is desirable, therefore, that the College follow admission standards and procedures designed to select from among the applicants those students most likely to succeed academically, to contribute significantly to the student life program at Flagler, and to become graduates of the College. Flagler College, in compliance with Titles VI and VII of 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 of 1990, is an equal opportunity institution that does not discriminate on the basis of race, color, gender, religion, national origin, age, disability, marital status, familial status, sexual orientation, gender identity or expression, or any other protected characteristic in its admission, treatment, or access to, or employment in, its programs or activities.

Each applicant is evaluated individually, and admission is based on academic preparation, scholastic aptitude, and personal qualities. Primary consideration is given to the student's previous academic record including the quality of course selection, grades, consistency of academic performance, and standardized test scores. Other factors taken into consideration may include the student's motivation, initiative, maturity, seriousness of purpose, intended field of study, and leadership potential.

Admission Procedures

A student may submit an application any time after the completion of the junior year in high school. It is recommended, however, that students wait until the fall of their senior year before submitting an application. Freshmen or transfers may apply for admission to the fall or spring terms.

Freshmen applicants are required to submit the following:

1. Completed application, including essay
2. Application fee of \$50 (non-refundable)
3. Self reported high school transcript
4. Official test scores from either the SAT or the ACT
5. Secondary School Report (Recommendation)

Admission Requirements for Freshmen

For freshmen applicants, the high school record is the most important factor in determining admission to the College. The admission process takes into consideration the pattern and quality of course selection, grades, standardized test scores, an essay, secondary school recommendation, and participation in extracurricular activities. Although a campus visit is not required as a part of the admission process, it is highly recommended.

All freshmen applicants are required to submit score results from the SAT or the ACT. The College strongly recommends a 500 on the Math section of the SAT, or a 21 on the Math section of the ACT for students interested in the Coastal Environmental Science and Finance major.

Freshmen applicants must complete a minimum of 16 units in grades 9 through 12. While a prescribed course of study is not required, prospective students are advised to take four years of English, four years of mathematics (to include Algebra I, Algebra II, and Geometry), three years of science (one laboratory science), and four years of social studies and academic electives. The College will calculate a core GPA taking into consideration a college-preparatory schedule. Applicants should realize that the aforementioned courses represent the minimum preparation and are not necessarily considered satisfactory or recommended preparation for college-level work in every undergraduate area of study.

Secondary School Report (Recommendation)

The Secondary School Report (Recommendation) is regarded as an important factor in the admission process. The report should be an academic and personal evaluation of the applicant. It may, however, be a compilation of observations by one of the student's high school teachers attesting to the applicant's abilities and character.

When all items pertinent to the admission process have been received and evaluated, the application will be forwarded to the Admissions Committee for a decision. In some instances, the Committee will hold an application and defer action until additional information has been received. For example, the Committee may want to review seventh semester grades or may request a retake of either the SAT or the ACT.

Transfer applicants are required to submit the following:

1. Completed application, including essay
2. Official transcript of high school record (if applicant has earned less than 24 semester hours of credit)
3. Official transcript from each college or university previously attended
4. ACT or SAT scores at the discretion of the Admissions Transfer Coordinator.

Admission Requirements for Transfers

Applicants transferring from another institution must be in good standing with a satisfactory grade point average for all work attempted and must be eligible to return to the institution last attended. Applicants with a cumulative transfer GPA of 2.0 or less are strongly encouraged to complete course work at a regionally accredited institution

and work towards raising their overall transfer GPA. Transfer applicants from four-year institutions may receive a maximum of 75 semester hours of credit awarded. Applicants who transfer from junior or community colleges will be allowed no more than 64 semester hours of credit toward the completion of degree requirements at Flagler. Recipients of the Associate of Arts (A.A.) degree are generally admitted at the junior level. Applicants who transfer from senior institutions must complete the last 45 semester hours at Flagler, not including departmentally-required internships.

The College imposes a minimum testing requirement for students planning to major in Education. All Education majors must have a combined score (Critical Reading plus Mathematics) of at least 1010 on a single administration of the SAT or a composite score of at least 21 on the ACT. Please note that if students have already completed their A.A. degree, the minimum test score requirement for the Education department will not apply to their application. The College strongly recommends a 500 on the Math section of the SAT, or a 21 on the Math section of the ACT for students interested in the Coastal Environmental Science or Finance major.

Transfer credits will generally be granted for courses in which a grade of “C” (2.0 on a 4.0 scale) or better was earned from regionally accredited institutions. Students who have successfully completed the requirements for an A.A. degree may transfer up to three courses in which a “D” grade was earned, provided the total number of transfer credits does not exceed 64 semester hours. The amount of transfer credit and advanced standing allowed by the College will be determined by the Registrar. In some instances, the department chair is consulted prior to awarding transfer credits. Transfer students are responsible for submitting all official transcripts, CLEP, IB, AICE, or AP score reports, and for confirming their level of advanced standing prior to registering for classes at Flagler.

Quality points earned for transfer credits are not used in computing a student’s grade point average at Flagler.

International applicants are required to submit the following:

1. Completed application, including essay
2. Application fee of \$50 (non-refundable)
3. Official high school/secondary school transcripts or leaving certificates
4. Proof of English proficiency. This can be accomplished by submitting any one of the following: SAT, ACT, TOEFL, IELTS, or passing scores in English on the GCE, GCSE, IGCSE, BGCSE, CXC, CAPE or IB examinations.
5. International Form

As stated above, the application fee must accompany all applications for admission. The fee covers the cost of processing the application and is neither refundable nor applicable to other fees. Responses on the application form and on related materials must be complete and accurate. Entrance to Flagler College may be denied or registration may be canceled as a result of submitting false or misleading statements.

International Students

Flagler College is authorized under federal law to enroll non-immigrant alien students and welcomes applications from international students. Since correspondence for admission can be extensive and time-consuming, it is strongly recommended that international students initiate application procedures well in advance of the start of the semester in which the student plans to enter.

Students from other countries must submit transcripts of all secondary and university work attempted and all Leaving Certificate or Certificates of Completion. Flagler College must have English translations certified as being true and correct by either the United States Consulate or the Educational Ministry in the student's native country. International students seeking advanced standing for completed coursework must have transcripts professionally evaluated.

In addition to meeting the regular admission requirements, all applicants from other countries whose native language is not English must demonstrate proficiency in the English language. This can be accomplished by submitting any one of the following – SAT, ACT, TOEFL, IELTS, or passing scores in English on the GCE, GCSE, IGCSE, BGCSE, CXC, CAPE or IB examinations. Official scores must be submitted with the application for admission. Students who are not proficient in English and whose records are not indicative of successful academic performance will not be admitted.

Upon admission, international students must demonstrate proof of financial responsibility by submitting payment for the first semester tuition, fees, health insurance, and, if required to live on campus, room and meals. An I-20 form will be issued only after the student has been admitted as a full-time student and has submitted the required fees and bank statements demonstrating sufficient funds to cover the subsequent term.

Master of Arts Graduate Program Admission Requirements: See page 378.

Early Decision Plan

In the selection process, the Admissions Committee gives preference to students who have selected Flagler as their first choice college. To identify these students, the College has developed an Early Decision Plan for freshmen and transfers who are applying for the fall semester. The Early Decision Plan is a voluntary option for applicants to declare that Flagler is their first choice college. Students who elect to apply under this option understand that their application will be acted upon before those who choose to apply under the Regular Decision Plan. The deadline to submit an application under the Early Decision Plan is the 1st of November and formal notification will be sent in writing on or before the 15th of December.

An advance deposit of \$200 must be submitted with the Enrollment Confirmation Form to accept admission to the College. The deposit is not refundable and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited toward the spring semester tuition charges.

In addition, a \$200 room reservation deposit must be submitted with the Application for Student Housing by students living in a College residence hall. The room deposit is not

refundable and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited toward the spring semester housing charges.

Students living on campus should submit one payment for \$400 to cover both the advance deposit and the room reservation deposit.

Students admitted under the Early Decision Plan are required to withdraw applications submitted to other colleges and to confirm their decision to attend Flagler by the 15th of January.

Regular Decision Plan

For students unable to make the commitments required under the Early Decision Plan, the College offers a Regular Decision Plan with a deadline of the 1st of March. Regular Decision applicants are notified after the Early Decision applicants and understand that Early Decision candidates are given preference as the fall class is selected. Formal notification of admission of Regular Decision candidates with completed applications will be sent on or before March 31st and will continue until the class is filled.

An advance deposit of \$200 must be submitted with the Enrollment Confirmation Form to accept admission to the College. The deposit is not refundable and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited toward the spring semester tuition charge. The deposit is non-refundable if the student does not attend in the spring term.

In addition, a \$200 room reservation deposit must be submitted with the Application for Student Housing by students living in a College residence hall. The room deposit is not refundable and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited to the student's spring housing charges. The deposit is non-refundable if the student does not attend in the spring term.

Students living on campus should submit one payment for \$400 to cover both the advance deposit and the room reservation deposit.

Deadlines for submitting deposits are as follows: May 1 for the fall semester and December 1 for the spring semester. If the deposit is not received by the above deadline, the student's spot in the class may be forfeited to a candidate on the waiting list.

Early Admission

The College may accept a limited number of students who have completed three years of secondary school and wish to enter college prior to graduation. A candidate for early admission must have at least 13 units and superior grades in college preparatory subjects. In addition, the candidate must submit superior scores from either the SAT or the ACT. Letters of recommendation should attest to the candidate's character, emotional and social maturity, and readiness for college-level work. Students applying for early admission should understand that the aforementioned factors represent minimum requirements. Admission to Flagler after only three years of secondary school is generally discouraged and highly competitive. Arrangements for the awarding of a high school diploma are the student's responsibility.

Admission to Spring Semester

For students applying for the spring semester, the Office of Admissions begins notifying applicants on a rolling basis after the fall class has closed, and continues admitting students until the class is filled. Space for the January semester can be quite limited, and students desiring on-campus housing are advised to complete their applications early.

Entrance Examinations

All applicants are required to submit official test scores from either the SAT or the ACT. In addition to using the results to evaluate applicants for admission, the scores are used in course selection and placement. Applicants will receive no more than 30 semester hours of advanced standing based on AP, AICE, CAPE, CLEP and/or IB tests.

Advanced Placement (AP)

Students who have participated in the Advanced Placement Program may be eligible for transfer credit or advanced placement at Flagler College. Course credit is generally granted for each AP examination passed with a score of 3, 4, or 5 in courses comparable to Flagler courses and appropriate to the degree program. A score of 3 will not satisfy general education, major, and/or minor course requirements.

Students must submit official score reports of the AP examinations. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. Students should consult with the Office of Admissions to determine level of placement or the amount of credit to be granted for AP.

Cambridge Advanced International Certificate of Education (AICE)

Flagler College will award AICE transfer credit for examination scores of A, B, C, D, and E. Scores of D and E will not satisfy general education, major, and/or minor course requirements.

Students are required to forward official AICE examination results to the Office of Admissions. Students should consult with the Office of Admissions or the Office of the Registrar to determine the amount of credit to be granted for AICE examinations.

Cambridge International Advanced Level Examinations (A levels)

Flagler College considers Cambridge International Advanced Level Examination (A level) credentials for transfer credit or advanced placement. The College reviews and evaluates A Level examinations results on an individual basis in the context of the student's proposed area of study. The amount of credit and placement are subject to approval by the appropriate academic department. Course credit is generally granted for each A level examination passed with a grade of A, B or C.

Students are required to forward A level examination results to the Office of Admissions. Credit is awarded at the discretion of the College and students should not assume that credit will be awarded automatically. Students should consult with the Office of Admissions or the Office of the Registrar to determine the level of placement or the amount of credit to be granted for A level examinations.

Caribbean Advanced Proficiency Examination (CAPE)

Flagler College considers Caribbean Advanced Proficiency Examination credentials for transfer credit or advanced placement. The College reviews and evaluates CAPE examination results on an individual basis in the context of the student's proposed area of study. The amount of credit and placement are subject to approval by the appropriate academic department. Course credit is generally granted for each CAPE examination passed with a grade of I, II or III where two CAPE units have been earned.

Students are required to forward CAPE examination result sheets to the Office of Admissions. Credit is awarded at the discretion of the College and students should not assume that credit will be awarded automatically. Students should consult with the Office of Admissions or the Office of the Registrar to determine the level of placement or the amount of credit to be granted for CAPE examinations.

College Level Examination Program (CLEP)

Individuals seeking admission with advanced standing may submit the results of the General Examinations offered by the College Level Examination Program. Applicants achieving scores of at least 50 on the General Examinations will receive six semester hours of credit for each of the following areas: College Composition and College Composition Modular, Humanities, Social Sciences and History, College Mathematics, Natural Sciences. No credit will be awarded for CLEP Subject Examinations. Furthermore, advanced standing on the basis of CLEP scores will be awarded only prior to the student's initial enrollment at Flagler College. No credit will be granted for an area in which the student has already received college credit.

International Baccalaureate (IB)

Flagler College considers IB Higher Level credentials for possible transfer credit. The College reviews and evaluates IB Higher Level courses on an individual basis in the context of a student's proposed area of study. The amount of credit and placement are subject to approval by the appropriate academic department. Course credit is generally granted for each Higher Level examination passed with a score of 4, 5, 6 or 7. A score of 4 will not satisfy general education, major, and/or minor course requirements. Credit is awarded only for classes at Higher Level; no credit is awarded for IB Subsidiary examinations, regardless of the scores earned.

Students are required to forward IB transcripts to the Office of Admissions. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. Students should consult with the Office of Admissions or the Office of the Registrar to determine level of placement or the amount of credit to be granted for IB examinations. **See the charts on next page to reference score requirements.**

Transfer of Credits

Applicants transferring from another institution must be in good standing and must be eligible to return to the college or university previously attended. Transfer applicants from four-year institutions may receive a maximum of 75 semester hours of credit awarded. Recipients of the Associate of Arts (A.A.) degree are generally admitted at the junior level;

Advanced Placement (AP) Examination Credit

| Subject | Score | Flagler College Equivalent |
|--|-------|---|
| Sciences | | |
| Biology | 4 | NAS 111 (4) |
| | 5 | NAS 111 (4), NAS 199 (4) |
| Chemistry | 4 | NAS 151 (4) or NAS 199 (4) |
| | 5 | NAS 151 (4), NAS 199 (4) |
| Environmental Science | 4 | NAS 107 (3) |
| | 5 | NAS 107 (3), NAS 199 (3) |
| Physics | 4 | NAS 199 (3) Science Elective |
| | 5 | NAS 236 (3), NAS 199 (3) |
| Mathematics | | |
| Calculus AB | 4 | MAT 201 (3) |
| | 5 | MAT 201 (3), MAT 299 (3) |
| Calculus BC | 4, 5 | MAT 201 (3), MAT 202 (3) |
| Computer Science | 4, 5 | MIS 199 (3) |
| Statistics | 4 | MAT 223 (3) |
| | 5 | MAT 223 (3), MAT 299(3) |
| English | | |
| English Language & Composition | 4 | HUM 199 (3) |
| | 5 | HUM 199 (3) |
| English Literature & Composition | 4 | HUM 199 (3) |
| | 5 | HUM 199 (3), HUM 199 (3) |
| Arts | | |
| Art History | 4 | ART 251 (3) |
| | 5 | ART 251 (3), ART 252 (3) |
| Music Theory | 4, 5 | MUS 199 (3) |
| Studio Art, Drawing | 4, 5 | ART 199 (3 or 4) |
| Studio Art, 3D Design | 4, 5 | ART 199 (3 or 4) |
| Studio Art 2D Design | 4, 5 | ART 199 (3 or 4) |
| Humanities and Social Sciences | | |
| Comparative Gov't & Politics | 4, 5 | POS 199 (3) |
| European History | 4 | HIS 101 (3) or HIS 199 (3) |
| | 5 | HIS 101 (3), HIS 102 (3) or HIS 199 (6) |
| Human Geography | 4, 5 | GEO 201 (3) |
| Macroeconomics | 4, 5 | ECO 201 (3) |
| Microeconomics | 4, 5 | ECO 202 (3) |
| Psychology | 4, 5 | PSY 101 (3) |
| U.S. Gov't & Politics | 4, 5 | POS 221 (3) |
| U. S. History | 4 | HIS 205 (3) |
| | 5 | HIS 206 (3) |
| World History | 4 | HIS 199 (3) |
| | 5 | HIS 199 (6) |
| World Languages & Cultures | | |
| French Language | 4 | FRE 101 (4) |
| | 5 | FRE 101 (4), FRE 102 (4) |
| French Literature | 4, 5 | FRE 199 (3) |
| German Language | 4 | GER 101 (4) |
| | 5 | GER 101 (4), GER 102(4) |
| Italian Language | 4 | ITA 101 (4) |
| | 5 | ITA 101 (4), ITA 102 (4) |
| Latin/Vergil | 4 | LAT 101 (3) |
| | 5 | LAT 101 (3), LAT 102 (3) |
| Latin Literature | 4, 5 | LAT 199 (3) |
| Spanish Language | 4 | SPA 101 (4) |
| | 5 | SPA 101 (4), SPA 102(4) |
| Spanish Literature | 4, 5 | SPA 199 (3) |
| Notes: | | |
| 1. Courses designated with numbers 199 or 299 are electives. Acceptance in the major or minor is determined by the department. | | |
| 2. A score of 3 will not satisfy general education, major or minor course requirements. Elective credit only will be granted for a score of 3 on any exam. | | |

Cambridge Advanced International Certificate of Education (AICE) Examination Credit

| Subject | Score | Flagler College Equivalent |
|--|----------|------------------------------|
| Accounting | C | ACC 211 (3) |
| | A, B | ACC 211(3), ACC 212(3) |
| Art and Design | A, B, C | ART 199 (3) |
| Biology | C | NAS 111 (4) |
| | A,B | NAS 111 (4), NAS 211 (4) |
| Business Studies | A, B, C, | BUS 101 (3) |
| Chemistry | C | NAS 151 (4) or NAS 199 (3) |
| | A,B | NAS 151 (4), NAS 199 (3) |
| Computer Science | A, B, C | MIS 199 (3) |
| Critical Thinking | A,B, C | PHI 223 (3) |
| Economics | C | ECO 201 (3) |
| | A,B | ECO 201 (3), ECO 202 (3) |
| Environmental Science | C | NAS 107 (3) |
| | A,B | NAS 107 (3), NAS 199 (3) |
| English Language | C | HUM 199 (3) |
| | A,B | HUM 199 (3), HUM 199 (3) |
| English Literature | C | HUM 199 (3) |
| | A,B | HUM 199 (3), HUM 199 (3) |
| Foreign Language* | C | FLA 199 (4) |
| | A,B | FLA 199 (4), FLA 199 (4) |
| French Language | C | FRE 101 (4) |
| | A,B | FRE 101(4), FRE 102 (4) |
| Further Mathematics | A, B, C | MAT 223 (3) |
| General Paper | A,B,C | HUM 199 (3) |
| German Language | C | GER 101(4) |
| | A,B | GER 101(4), GER 102(4) |
| History | C | HIS 199 (3) |
| | A,B | HIS 199 (6) |
| Human Geography | C | GEO 201 (3) |
| | A,B | GEO 201(3), GEO 299 (3) |
| Italian Language | C | ITA 101 (4) |
| | A,B | ITA 101(4), ITA 102 (4) |
| Mathematics | C | Course description needed |
| | A,B | Course description needed |
| Music | A, B, C | MUS 101 (3) |
| Physics | C | NAS 199 (3) Science Elective |
| | A,B | NAS 199 (3), NAS 199 (3) |
| Psychology | C | PSY 101 (3) |
| | A,B | PSY 101 (3) PSY 199 (3) |
| Sociology | C | SOC 101 (3) |
| | A,B | SOC 101 (3), SOC 199 (3) |
| Spanish Language | C | SPA 101 (4) |
| | A,B | SPA 101(4), SPA 102 (4) |
| Notes: | | |
| 1.A score of D or E will not satisfy general education, major or, minor course requirements. Elective credit only will be granted for a score of D or E on any exam. | | |
| 2.Courses designated with numbers 199 or 299 are electives. Acceptance in the major or minor is determined by the department. | | |
| 3.*indicates language not taught at Flagler College | | |

Caribbean Advanced Proficiency Examination (CAPE) Examination Credit

| Subject | Score | Flagler College Equivalent |
|--|--------------|-----------------------------------|
| Accounting 1 Unit | 1-4 | ACC 211 (3) |
| Accounting 2 Units | | ACC 211(3), ACC 212 (3) |
| Applied Mathematics 1 Unit | 1-4 | MAT 223 (3), MAT 299 (3) |
| Applied Mathematics 2 Units | | MAT 223 (3), MAT 299 (3) |
| Art and Design 1 Unit | 1-4 | ART 199 (3) |
| Art and Design 2 Units | | ART 199 (3), ART 199 (3) |
| Biology | 1-2 | NAS 111 (4) |
| Caribbean Studies | 1-4 | CLT 199 (3) |
| Chemistry 1 Unit | 1-4 | NAS 151 (4) |
| Chemistry 2 Units | | NAS 151(4), NAS 199 (4) |
| Communication Studies | 1-4 | COM 199 (3) |
| Computer Science | 1-4 | MIS 199 (3) |
| Economics 1 Unit | 1-4 | ECO 201 (3) or ECO 202 (3) |
| Economics 2 Units | | ECO 201 (3) and ECO 202 (3) |
| Environmental Science 1 Unit | 1-4 | NAS 107 (3) |
| Environmental Science 2 Units | | NAS 107 (3), NAS 199 (3) |
| Entrepreneurship 1 Unit | 1-4 | ENT 201 (3) |
| Entrepreneurship 2 Units | | ENT 201(3), ENT 299 (3) |
| French Language 1 Unit | 1-4 | FRE 101 (4) |
| French Language 2 Units | | FRE 101(4), FRE 102 (4) |
| Geography 1 Unit | 1-4 | GEO 201 (3) |
| Geography 2 Units | | GEO 201 (3),GEO 299 (3) |
| History 1 Unit | 1-4 | HIS 199 (3) |
| History 2 Units | | HIS 199 (6) |
| Information Technology | 1-4 | MIS 199 (3) |
| Literatures in English | 1-4 | HUM 199 (3) |
| Management in Business 1 Unit | 1-4 | BUS 101 (3) |
| Management in Business 2 Units | | BUS 101 (3), BUS 199 (3) |
| Physics 1 Unit | 1-4 | NAS 199 (3) |
| Physics 2 Units | | NAS 199 (3), NAS 199 (3) |
| Pure Mathematics 1 Unit | 1-4 | MAT 201 (3) |
| Pure Mathematics 2 Units | | MAT 201 (3), MAT 202 (3) |
| Sociology 1 Unit | 1-4 | SOC 101 (3) |
| Sociology 2 Units | | SOC 101(3), SOC 199 (3) |
| Spanish Language 1 Unit | 1-4 | SPA 101 (4) |
| Spanish Language 2 Units | | SPA 101(4), SPA 102 (4) |
| Notes: | | |
| 1. Credit is awarded for scores of 1 through 4. | | |
| 2. Courses designated with numbers 199 or 299 are electives. Acceptance in the major or minor is determined by the department. | | |

International Baccalaureate (IB) Examination Credit

| Subject | Score | Flagler College Equivalent |
|--|-------|------------------------------------|
| Anthropology | 5 | ANT 201 (3) |
| | 6,7 | ANT 201(3), ANT 299 (3) |
| Biology | 5 | NAS 111 (4) |
| | 6,7 | NAS 111(4), NAS 199(4) |
| Business Management | 5,6,7 | BUS 101 (3) |
| Chemistry | 5 | NAS 151 (4) or NAS 199 (4) |
| | 6,7 | NAS 151(4), NAS 199 (4) |
| Computer Science | 5,6,7 | MIS 199 (3) |
| Economics | 5 | ECO 201 (3) |
| | 6,7 | ECO 201(3), ECO 202 (3) |
| Environmental Science | 5 | NAS 107 (3) |
| | 6,7 | NAS 107 (3), NAS 199 (4) |
| English Language | 5 | HUM 199 (3) |
| | 6,7 | HUM 199 (3) |
| English Literature | 5 | HUM 199 (3) |
| | 6,7 | HUM 199 (3), HUM 199 (3) |
| French Language | 5 | FRE 101 (4) |
| | 6,7 | FRE 101(4), FRE 102 (4) |
| German Language | 5 | GER 101 (4) |
| | 6,7 | GER 101(4), GER 102 (4) |
| History | 5 | HIS 199 (3) |
| | 6,7 | HIS 199 (6) |
| Human Geography | 5 | GEO 201 (3) |
| | 6,7 | GEO 201(3), GEO 299 (3) |
| Italian Language | 5 | ITA 101 (4) |
| | 6,7 | ITA 101(4), ITA 102 (4) |
| Latin | 5 | LAT 101 (3) |
| | 6,7 | LAT 101(3), LAT 102 (3) |
| Mathematics | 5 | MAT 135 (3) |
| | 6,7 | MAT 135 (3), MAT 199 (3) |
| Music | 5,6,7 | MUS 101 (3) |
| Philosophy | 5 | PHI 103 (3) |
| | 6,7 | PHI 103 (3), PHI 104 (3) |
| Physics | 5 | NAS 199 (3) Science Elective |
| | 6,7 | NAS 236 (3), NAS 199 (3) |
| Psychology | 5 | PSY 101 (3) |
| | 6,7 | PSY 101 (3) PSY 199 (3) |
| Spanish Language | 5 | SPA 101 (4) |
| | 6,7 | SPA 101(4), SPA 102 (4) |
| Visual Arts | 5 | ART 199 (3 or 4) |
| | 6,7 | ART 199 (3 or 4), ART 199 (3 or 4) |
| Theatre | 5 | THA 199 (3 or 4) |
| | 6,7 | THA 199 (3 or 4), THA 199 (3 or 4) |
| Notes: | | |
| 1. Credit is awarded only for classes at the Higher level; no credit is awarded for IB Subsidiary Exams regardless of scores. | | |
| 2. A score of 4 will not satisfy general education, major or minor course requirements. Elective credit only will be granted for a score of 4 on any exam. | | |
| 3. Courses designated with numbers 199 or 299 are electives. Acceptance in the major or minor is determined by the department. | | |

however, applicants who transfer from community/junior colleges will be allowed no more than 64 semester hours of credit toward the completion of degree requirements at Flagler.

Transfer credits will generally be granted for courses in which a grade of “C” or better was earned from regionally accredited institutions. Grades are not transferable; hence, quality points earned for transfer credits are not used in computing a student’s grade point average at Flagler.

Students who have successfully completed the requirements for an A.A. degree may transfer up to three courses in which a “D” grade was earned, provided the total number of transfer credits does not exceed 64 semester hours. In accordance with the Independent Colleges and Universities of Florida (ICUF) Articulation Agreement, Flagler College, as a member of ICUF, provides some basic guarantees to transfer students who have earned an A.A. degree from any member institution of the State of Florida public university system. This guarantee includes the transfer of 60 credits to be applied toward the awarding of the baccalaureate degree and completion of the general education requirements at Flagler College.

The amount of transfer credit and advanced standing allowed by the College will be determined by the Office of the Registrar. In some instances, the Office of Academic Affairs and/or department chairs are consulted prior to awarding transfer credit. Transfer students are responsible for submitting all official transcripts, CAPE, CLEP, International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or Advanced Placement test scores, and for confirming their level of advanced standing prior to registering for classes at Flagler.

Credit Appeals Process

Upon completion of the credit review processes, students will be notified of the decision by the Office of the Registrar. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the Associate Vice President for Academic Affairs for reconsideration. Within ten business days of receipt of the appeal, the Associate Vice President for Academic Affairs will notify the student of the results of the review. Any changes will be communicated to the Office of the Registrar for official processing. A student dissatisfied with the results of the appeal may submit a written appeal to the Vice President of Academic Affairs and Dean of the Faculty for a final review. The Vice President of Academic Affairs and Dean of the Faculty provides dated acknowledgement of receipt of the appeal to the student. Within ten business days of receipt of the appeal, the Vice President of Academic Affairs and Dean of the Faculty will notify the student of the results of the review. Any changes will be communicated to the Office of the Registrar for official processing.

Military Training and Education Transfer Credit Policy

Students should forward all documentation of prior learning to the Office of Admissions, who then sends the information to the Registrar for evaluation.

Flagler College (St. Augustine campus) may award up to 15 hours of academic credit for military training, education, or experience. The College may additionally award four (4) hours of service credit for documented military service or past service with an



The impressive interior of the College's main building showcases ornate hand-carved wood, panels of imported marble, elaborate murals, and Tiffany stained glass windows, as chosen by Henry M. Flagler, the single most pivotal figure in Florida's development.

honorable, general, or entry-level (uncharacterized) discharge. If awarded, these four (4) hours shall be applied to elective requirements only.

A maximum of 15 academic credit hours and 4 service credit hours may be applied toward general education and elective requirements. With the concurrence of the appropriate department chair, academic credit may be applied toward courses in the major field of study. The decision to award credit shall be based on review by appropriate parties of any or all of the following documents:

- a) Certificate of Release or Discharge from Active Duty (Form DD-214).
- b) Joint Service Transcript (JST) American Council on Education (ACE) college credit recommendation.
- c) Defense Activity for Non-Traditional Education Support (DANTES) transcript.
- d) U.S. Armed Forces Institute (ISAFI) transcript.
- e) The Guide to Evaluation of Educational Experiences in the Armed Services
- f) Other service school or military academy transcripts

Students with Disabilities

The Office of Services for Students with Disabilities (OSSD) provides information and assistance to students who have qualifying disabilities and are in need of reasonable accommodations to ensure equal access to education as intended by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services are varied depending on individual needs and include counseling and referrals, classroom accommodations, test accommodations, special registration, the services of a scribe, note-taker, interpreter, reader, and the use of specialized equipment and adaptive technology.

Any student wishing to receive services/accommodations at Flagler College must first register with the Office of Services for Students with Disabilities. Specific documentation of a disability, from a qualified professional, is required. To ensure timely services, requests for accommodations should be made prior to the beginning of each semester; however a student may initiate the registration process at any time. All students with disabilities are strongly encouraged to contact the OSSD as soon as possible after acceptance to make arrangements for academic accommodations.

It is the student's responsibility to inform the Office of Services for Students with Disabilities about his or her disability and to provide documentation by a qualified professional that validates the student's eligibility for academic accommodations. Contact OSSD for specific documentation requirements.

The provision of reasonable accommodations and services will be based upon an assessment of the impact of the student's disabilities on his or her academic performance. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the learning environment. If data provided is insufficient or outdated, the College reserves the right to request additional and/or updated information.

Once appropriate documentation of the disability has been received in the Office of Services for Students with Disabilities and the student has signed a release which permits notification of the disability, the Director of Disability Services will assist the student in procuring the services of qualified interpreters, note-takers, and readers, if needed. The Director may also assist in providing the student with accessible texts and modified examination procedures. Personal aids, such as prescription eyeglasses, hearing aids and tape recorders, will not be

furnished by the College. Additional information regarding disability services may be found in The Student Handbook and on the college website under Disability Services.

Readmission

Former students whose enrollment at Flagler has been voluntarily or involuntarily interrupted, including academic suspension or dismissal, must petition the Office of the Registrar in writing for readmission to the College. The request for readmission must include reasons for leaving Flagler and for wanting to return. All requests must include current contact information and the semester for which readmission is being requested. See page 153 for more information.

Agreements

It is agreed by those applying for admission to Flagler that: Attendance at Flagler is a privilege granted solely by the College. The student is subject to dismissal for the submission of false or misleading information.

The College reserves the right of final decision relative to course requirements for any degree program offered by the College and the content of individual courses. The College also reserves the right to modify requirements for admission at any time.

Students enrolled by the College will comply with all college rules and with local, state, and federal laws. Students will abide by college disciplinary policies and procedures. The College reserves the right to suspend or expel students for violations of the rules. In such cases, tuition and fees paid to the College will not be refunded.

The College reserves the right to dismiss, suspend, or require the withdrawal of a student whose conduct or enrollment is deemed contrary to the best interest of the College.

Visiting the Campus

Prospective students and their families are encouraged to schedule a visit to Flagler College to attend an information session and tour the campus. On weekdays, Office of Admissions representatives conduct group information sessions, and campus tours are led by one of our Student Ambassadors. It is highly recommended that campus visits be scheduled while the College is in session and students are on campus. It is best to avoid vacation and final examination periods because students are away from campus (see 2017-2018 Academic Calendar) although visits may be scheduled throughout the year.

Please visit us online at www.flagler.edu at least three weeks in advance to schedule a mutually convenient time to learn more about our campus. The Office of Admissions is open on weekdays only from 8:00 a.m. to 5:00 p.m. and is located in Hanke Hall at 63 Cordova Street in the heart of downtown St. Augustine.



Students appreciate the availability of Joseph G. Joyner, President of Flagler College.



TUITION AND FEES

Charges for 2017-2018

| Undergraduate: | Fall 17 | Spring 18 | Total |
|-----------------------|----------------|------------------|--------------|
| Tuition* | \$9,100 | \$9,100 | \$18,200 |

Students who enroll full-time and subsequently reduce their academic hours to less than 12 hours will not be entitled to any tuition adjustment. Moreover, reducing hours may jeopardize financial aid awards.

| | | | |
|----------------------|------|------|-------|
| Activity Fee: | \$50 | \$50 | \$100 |
|----------------------|------|------|-------|

Mandatory activity fee of \$100 a year on all undergraduate student accounts.

Residence Charges:

| | | | |
|---|---------|---------|---------|
| Ponce Hall | \$2,675 | \$2,675 | \$5,350 |
| Lewis House | \$2,675 | \$2,675 | \$5,350 |
| Cedar Hall | \$2,675 | \$2,675 | \$5,350 |
| FEC | \$3,000 | \$3,000 | \$6,000 |
| Single Rate (Ponce, Lewis, Cedar, FEC) | \$3,675 | \$3,675 | \$7,350 |
| Abare Hall | \$3,825 | \$3,825 | \$7,650 |

A double room request by the student to be a single room would be charged double room rate.

Dining Hall Options

| | | | |
|----------------|---------|---------|---------|
| Full meal plan | \$2,665 | \$2,665 | \$5,330 |
| 15 meal plan | \$2,125 | \$2,125 | \$4,250 |
| 10 meal plan | \$1,595 | \$1,595 | \$3,190 |

All students residing in residence halls must select one of the meal plan options. Returning students must make a selection of the meal plan desired by April 21, 2017. If no selection is made, students will automatically be charged for the full meal plan. Questions regarding meal plan options should be directed to the Office of Student Services. No adjustments will be made after the April 21 deadline. Students may make their selection by contacting the Office of Student Services in the Ringhaver Student Center. All first-time resident students who reside on campus are required to be on the full meal plan for the first full academic year.

* Students taking more than 19 credit hours during any semester will be charged \$620 for each credit hour exceeding 19 hours. Tuition charges are a flat rate for full time students enrolled in 12 to 19 credit hours. Students attending on a part-time basis, refer to "Part-Time Students" section, below.

Special Fees

A limited number of fees may be charged but are not necessarily applicable to all students.

| | |
|--|-------------------------------------|
| Health Insurance for International Athletes Only Age 24 and Under (annual)..... | \$1,112 |
| Graduation fee..... | \$100 |
| Transcript fee | \$5 |
| Instant transcript fee..... | \$10 |
| Internship fee..... | \$300 |
| Internship fee for majors/programs other than Education | \$50 |
| (This internship fee is for fall, spring, and/or summer semester and aids in covering the administrative cost of the faculty and staff that oversee the internship.) | |
| Study abroad fee (not led by Flagler faculty) | \$160 |
| Late fee..... | \$250 |
| Independent study fee | \$50 |
| Lab fees - courses in Science, Management Information Systems, Communication, Education, Theatre | \$25 - \$450 |
| Lab fee for Fine Art and Graphic Design | \$25-100 |
| Administrative withdrawal fee | \$100 |
| Meal plan withdrawal fee..... | \$100 |
| Dormitory guest fee per night per guest* | \$3 or \$10 |
| *depending on notice given to Student Services | |
| Dormitory unapproved guest fine | \$50 |
| Medication dispensed by college infirmary | varies |
| Books & supplies | available at independent bookstores |
| Return check/stop payment fee | \$50 |
| Replacement student I.D. card | \$25 |
| Parking permit - on campus per academic year..... | \$190 |
| (A parking permit for on campus parking does not guarantee a reserved space.) | |
| Library prints (after initial allotment) purchase online at https://print.flagler.edu | |
| Library Billing Policy for past due items can be found at my.flagler.edu . Fee varies based upon item and time item is returned. | |

| Part-time Students | Cost per credit hour |
|---|--------------------------|
| Part-time student | \$620 |
| Auditor, non-degree student (Excludes summer school)..... | \$380 |
| Flagler graduate taking 11 hours or less (Excludes summer school)..... | \$380 |
| Graduate Students | Cost per credit hour |
| Master of Arts Graduate Program in Education for Deaf/Hard of Hearing Per Credit Hour..... | \$500 |

Payment of Tuition and Fees

Failure to meet financial obligations in a reasonable manner can result in the cancellation of a student’s enrollment. Students with balances on their financial accounts will NOT be issued diplomas and official transcripts. No adjustment will be made to charges for any student whose enrollment is involuntarily terminated from the College.

Payment Schedules

Fall semester: Payments are due by August 1

Spring semester: Payments are due by December 1

Payments must be made in accordance with the deadlines before a student is permitted to complete final registration or attend classes. All tuition and fees can be paid online via <https://my.flagler.edu>. E-Check payments can be made at no additional charge to students or their parents/guardians. The Student Accounts Office hours are Monday through Friday 8:00 am to 4:30 pm daily during the academic year. All unpaid balances will be sent to a collection agency after 90 days. Students will incur all costs associated with collection.

Billing Procedures

The Office of Business Services will e-mail student e-bill notification information prior to the August and December deadlines. The student is responsible for making sure that the responsible billing party and the e-mail address on record with the Office of Business Services are up-to-date at all times. It is the student’s responsibility to set up a parent/authorized payer to receive all e-bill notifications. If the e-bill notification has not been received by July 7 for fall semester and November 15 for spring semester, students should log on to my.flagler.edu, Students Pay Here button to the Payment Center callout to download a copy.

Any changes in the student’s status (not attending, going from full-time to part-time, or going from part-time to full-time) must be communicated in writing to the Office of the Registrar prior to June 15 for the fall semester, and prior to October 1 for the spring semester.

If a student has decided not to attend, the Office of Business Services and the Office of the Registrar must be notified in writing prior to the end of drop/add. Failure to

notify the Office of Business Services by the drop/add deadline that a student will not be attending will result in a tuition charge. In addition, if a student paid the \$400 advance deposit to be a boarding student, then submitted notification after the deadline that he/she will not be attending, this change will result in a room charge based on occupancy of room assigned and forfeiture of the advance deposit.

The student e-bill notification statement will reflect credit for approved financial aid awards. Students are only allowed to deduct the financial aid awards that have been guaranteed for that semester in determining the payment due. No deduction is allowed for work study awards listed on the financial aid award letter. Private scholarships and private source loans may be deducted only with the approval from the Office of Business Services. The scholarship donor letter must have been received by the Office of Financial Aid prior to deducting. If there is a question on whether aid can be deducted, contact the Office of Business Services.

Payment is required to be submitted to the Office of Business Services by the payment deadline, or have a confirmed enrollment in the semester payment plan by the payment deadline date. Payment may be completed electronically via the website at my.flagler.edu, Students Pay Here button to the Payment Center Callout. Late submission or failure to submit the payment by the deadline will result in a late fee charge of \$250. Failure to submit payment may result in schedule cancellation.

Once a financial aid deduction has been taken, the student is responsible for following through with that financial aid. The student is responsible for ensuring that the funds from private scholarships and private source loans are received in the Office of Business Services. The College is not responsible for sending bills or statements for private scholarships, private source loans, or any other third party entities. If there is any change in financial aid, the student is responsible for any resulting balance owed on the student account.

Students and responsible billing parties should be aware that grants from the federal and state governments and loans from federal programs or banking institutions usually do not arrive at the College by the payment due date. In fact, most do not materialize until late in the semester. In most cases, the College is willing to wait for the grant or loan to satisfy amounts owed. Students should bring sufficient funds to purchase books and supplies, and to provide for any of their necessary expenses for the full length of the semester.

E-bill notifications will be sent prior to the August and December deadlines. If additional charges are added to the student account during the semester, the Office of Business Services may send out an interim-e-bill. Students may view their account balance and information via <https://my.flagler.edu> under the “Students” tab on the top of the page, click on the red “Business Services” button. Any amounts owed to the College may result in a student not being allowed to register for the subsequent semester.



Students enjoy congregating at the outdoor dining/lounge/study area of the Ringhaver Student Center, taking advantage of St. Augustine's comfortable weather.

Florida Prepaid College Program

A student who has entitlements under the Prepaid College Program may have his/her entitlements transferred to Flagler College. The student needs to contact Florida Prepaid at least one month prior to the start of his/her first semester and fill out an Authorization Transfer Form. The student e-bill statement will show preliminary Florida Prepaid Aid each semester. The College normally bills for 15 hours based on the following calculation: Florida Prepaid plans include 120 total hours; dividing this total by eight semesters allows for 15 hours per semester.

Refunds

Students expecting that their student account will have a credit balance from grants and/or loans in excess of the amount owed will have the credit balance transferred to their selected refund preference after the semester drop/add date. All funds must be received, posted to the student's account, and all monies owed to the College paid in full prior to refunds being issued.

Advance Deposit

A housing contract is for a full academic year, unless the student is a graduating senior or an incoming transfer student during the spring semester. Residents' deposits are non-refundable and are applied to the student's tuition and fees for the spring semester of attendance. For new students, freshmen, or transfers, nonrefundable advance deposits are due by the date specified in their letter of acceptance. Only those with approved housing contracts on file with the Office of Student Services will be allowed to pay the boarding advance deposit of \$400. The advance deposit of \$400 obligates the student to reside on campus for the full academic year.

Payment Plans

The College offers a payment plan option through CASHNet. Information is located on my.flagler.edu, under the "Students" tab on the top of the page, click on the red "Business Services" button. There is a nominal enrollment fee and no interest is accrued while enrolled in the plan. Monthly payments are set up for automatic withdrawal the 15th of each month. The fall plan starts July 15th and the spring plan starts November 15th. Each plan is for a four-month period. Re-enrollment is required each semester for the 4-month payment plan.

Residence Hall Policy

All freshmen must reside on campus, unless they have received prior approval from the Office of Admissions. For returning students, housing is assigned on a first-come, first-served basis, regardless of the student's year in College. For students who enroll for the fall semester, housing contracts are for the full academic year; thus, the student is responsible for the yearly room and board charges, as specified on page 53.

Students entering Flagler in January will contract for housing for the spring semester only. Students who will graduate in December, or students who will study away in the spring, should contact the Office of Student Services regarding revision of the housing contract.

Meal Plan Policy

All new students who reside on campus are required to be on the full meal plan for the first full academic year. Students who do not reside on campus may also select one of the meal plan options by contacting Student Services. Payment for that selection is due immediately at the Office of Business Services. Non-boarding students may purchase partial meal plans directly from the food service contractor; or they may purchase individual meals in the dining hall. See www.flaglerdining.com for further information.

Health Insurance

All students enrolled at Flagler College are expected to have adequate health insurance to cover them while attending the College. All athletes are required to have health insurance that meets Federal and NCAA standards. Insurance companies must be chartered in the United States. International Athletes are required to purchase Health insurance provided through the school. The policy premium health insurance charge for the international athlete's full academic year will appear on their student account statement and is due and payable in the first semester of attendance. It is non-refundable.

Books and Supplies

Tuition does not include the cost of required textbooks or supplies, which must be purchased by the student at the beginning of each semester. The Flagler College Bookstore accepts cash, personal checks, Bookstore gift cards, and ALL major credit cards. For more information and for a cost comparison guide, visit the Bookstore's website, www.flaglercollegebookstore.com, which provides full access to all course text information.

Enrollment Policy

Students who enroll at Flagler in the fall are encouraged to attend the College for the entire academic year. Although the College operates on a semester calendar for academic purposes, financial commitments for instruction, plant operations, and other fixed costs are yearly arrangements. These yearly costs are budgeted on the basis of fall semester enrollments. Therefore, when a student withdraws from Flagler prior to the end of the academic year, the College realizes a financial loss.

Charge Adjustments Due to Failure to Attend/ Withdrawal

A student who pays the advance deposit but does not begin attending classes or who begins attending classes and subsequently withdraws may be entitled to an adjustment

of some or all of the charges for that semester. The decision will be based on a specific date, as determined by the College. For a student who does not begin attending classes, the determining factor will be the date of written notification to the Office of Business Services and the Office of the Registrar.

For a student who voluntarily withdraws, or who is administratively withdrawn, the last day the student attended a class or classes will be the determining factor. For ease of reference, the terms withdraw or withdrawal will be used herein for all cases involving students who begin attending classes and cease attending during a semester, regardless of the reason.

There are two basic considerations involved when a student does not enroll or withdraws. The first consideration is how the student's various charges will be handled. The second is, if the student has financial aid, how the financial aid will be handled. These considerations are outlined in the following sections. Based on the following adjustments, a student's account may reflect a credit available for refund, or an additional amount owed to the College.

How to Calculate Charge Adjustments

1. Tuition Charges:

- a. 100% adjustment for a written request received by the Office of Business Services and the Office of the Registrar by the drop/add deadline for the fall and spring semesters.
- b. 50% adjustment for a written request received by the Office of Business services and Office of the Registrar from the day after the drop/add period through the end of the *31st calendar day of the semester for both the fall and spring semesters.
- c. 25% adjustment for a written request received by the Office of Business Services and the Office of the Registrar from the *32nd calendar day through the 59th calendar day of the semester.
- d. No adjustment will be made to the tuition charges if a student is involuntarily terminated from the College.
- e. No adjustment will be made for withdrawal after the 59th calendar day for both the fall and spring semesters.

*All adjustments must be processed by the preceding Friday if the calendar day falls on a weekend.

2. Room Charges:

Early withdrawal may result in room charges for the whole academic year. The housing contract is for a full academic year, unless the student is a graduating senior or an incoming transfer student during the spring semester.

- a. If a written request is received by the Office of Business Services and the Office of the Registrar by the drop/add deadline for the fall and spring semesters, the advance Deposit will be forfeited and the student will be charged a daily rate up to the date of withdrawal. The daily rate will be based on students' current room charge.
 - b. No adjustment will be made for a request or withdrawal after the drop/add period.
 - c. No adjustment will be made to the room charge if a student is involuntarily terminated from the College.
- 3. Meal Charges:**
- a. 100% adjustment for a written request received by the Office of Business Services and Office of the Registrar before the dining facility is open for the student.
 - b. Once the dining facility is open for the student, meal charges will be assessed on the basis of the number of days the dining facility was open with the determining factor being the official date of withdrawal. In addition, a \$100 meal administrative fee will be charged. The balance of the charges will be adjusted.
 - c. No adjustment will be made to the meal charges if a student is involuntarily terminated from the College.
- 4. Miscellaneous Charges:**
- a. Administrative Fees. A fee of \$100 will be charged for each withdrawal.
 - b. Special Fees. These fees are listed at the beginning of this section of the Catalog. Once assessed, none of these fees are refundable.
 - c. Fines. Any fine incurred by a student is not refundable. Students who are suspended for any reason will not receive any change to the original charges assessed to the student.

Summer Term

Tuition payments for the summer term are refundable only if a course is cancelled by the Office of the Registrar. Immediately following the deadline date for payment of courses, the Final Course Schedule showing courses to be offered will be issued. A student registered for a course or courses cancelled because of insufficient enrollment may select another course or may submit a written request for a refund for the course(s) cancelled. Any open balance due to the College must be paid prior to the student registering for summer school. Tuition charges for summer classes must be paid or covered by approved financial aid prior to final registration. Summer term tuition rates apply to faculty led summer study abroad programs. Part-time, audit, and Flagler alumni tuition rates do not apply for summer school.

Financial Aid Adjustments Due to Failure to Attend/Withdrawal

A student who does not begin attending classes is not eligible for any type of financial aid. Also, as discussed later in this section, a student is not eligible for any type of aid sponsored by the State of Florida if he/she withdraws before the end of the drop/add period. In either case, each item of financial aid will be cancelled and returned to its source.

When a student begins attendance and subsequently withdraws, financial aid is subject to adjustment depending on the last date of class attended and the type of aid. The adjustment will involve a determination of how much of the student's financial aid was "earned" and how much was "unearned." Earned financial aid will be retained in the student's account to apply to his/her charges. If the earned aid exceeds the student's adjusted charges, it can be retained by the student for other educational expenses. The financial aid that is unearned will be withdrawn from the student's account and returned to the source(s). Students who begin the semester as full-time students and subsequently reduce their academic hours to less than 12 hours, will not be entitled to any tuition adjustment. Changing from full-time to part-time enrollment may affect the student's financial aid awards.

It should be noted that there will be instances of withdrawal when the amount of earned aid will be disproportionately lower to the adjusted charges than the original amount of aid was to the original charges. In such instances, the student will be required to make payment using his/her own funds. Also, there will be instances when, before withdrawal, a student will have been given a refund by the Business Office because his/her payments and/or financial aid total exceeded the charges assessed, but upon withdrawing, the student will have to repay some of these funds.

The following paragraphs describe how each of the major sources of financial aid will be handled when a student withdraws.

Federal Aid

Federal Aid includes: Subsidized Stafford Loan, Unsubsidized Stafford Loan, Perkins Loan, Parent Loan (PLUS), TEACH Grant, Pell Grant, and Supplemental Educational Opportunity Grant (SEOG).

A student who withdraws during the first 60 percent of a semester or summer term (beginning with the first day of classes) will have his/her federal aid adjusted based on the amount of time the student was enrolled. The amount of federal aid a student "earns" will be directly proportional to the percentage of time enrolled. For example, a student with \$5,000 of federal aid withdrawing on the 30th day of a 100 day semester will have earned 30% (\$1,500) of his/her federal aid. A student with \$3,000 of federal aid who withdraws on the 19th day of a 47 day summer term will have earned 40% (\$1,200) of his/her federal aid.

There is no adjustment of federal aid after 60 percent of a semester or summer term.

The unearned amount of federal aid will be returned to the source using the following distribution priority: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins

Loan, Parent Loan (PLUS), TEACH Grant, Pell Grant, and Supplemental Educational Opportunity Grant (SEOG).

Example: A student has \$5,000 of federal aid consisting of a \$2,500 Subsidized Staff Loan, \$1,500 Pell Grant, and a \$1,000 SEOG. The student earns 30% (\$1,500) with 70% (\$3,500) unearned. Using the prescribed distribution, the Subsidized Staff Loan of \$2,500 would be returned, and then \$1,000 of the Pell Grant would be returned.

The College will return unearned federal financial aid funds as determined by a Federal Refund Calculation Worksheet. If a student has received a refund which included unearned federal financial aid, the student may also be responsible for the return of this unearned aid. In this instance, if loan funds are involved, the student can repay these funds to the lender in accordance with the original terms of the loan contract. If the Pell Grant or SEOG is involved, the student must make a cash payment to the College, which, in turn, would be returned to the source, or make a satisfactory repayment agreement with the U.S. Department of Education. It should be noted that the USDOE only requires the student to repay 50% of the unearned portion of the Pell Grant and the SEOG Grant due from the student. The College will notify the student of any unearned federal aid the student is responsible for repaying.

State of Florida Aid

Included in this category are all grants and scholarships administered and/or sponsored by the State of Florida.

As previously mentioned, a student is not eligible for any Florida-sponsored aid if he/she withdraws before the end of the drop/add period.

Students who withdraw from classes after the drop/add period and have State of Florida Aid should contact the Office of Financial Aid to determine any aid adjustments that will be made to their Student Account Balance.

Flagler College Aid

Athletic Scholarships. The Office of Financial Aid and The Athletic Department will make a determination as to the amount, if any, of the scholarship that will be adjusted to the student account.

Resident Advisor Grant. The amount of eligibility will be in direct proportion to the number of days served. For example, a student receiving a \$1,200 Resident Advisor Grant who serves 40% of the semester will be allowed to retain \$480 of the grant. The Vice President of Student Services is responsible for making the final determination on the amount.

Employee Tuition Benefit Program. The Vice President of Business Services, in consultation with the President, will make a determination of eligibility on a case-by-case basis.

Tuition Exchange Grant. Since the Tuition Exchange Grant covers the full cost of tuition, the amount of the grant that is earned will be directly proportional to the amount of the student's adjusted tuition charges.

All other Flagler College aid will be handled on the same basis as federal funds. This aid includes, but is not limited to, need-based grants, memorial scholarships, Presidential Grant, Young Life Grant, President's Council Scholarship, etc.

Grants from Other States, Private Source Scholarships, and Loans

These items of aid will be handled in accordance with the policy of the sponsoring organization. Lacking specific guidance, the following applies:

1. A student who does not begin attending classes will have his/her scholarship or loan cancelled.
2. A student who begins attending classes and withdraws will be allowed to retain the full amount of the scholarship or loan for the semester.
3. If there is any question as to the intent of the sponsoring organization, the College will contact the organization for guidance.

Miscellaneous

Procedure for Refunds. Students who have a credit balance in their student account after all tuition fees and related charges have been invoiced will be issued a refund directly to their Account preference selected in CASHNet. All students must activate a refund preference online through CASHNet. Any student who does not activate a refund preference through CASHnet, will be mailed a paper check to their legal address on file.

Policy Exceptions. A student who thinks that extenuating circumstances pertaining to his/her situation warrant special consideration may submit a written appeal to the Bursar. Such an appeal must be submitted within one week of the refund determination, and it must contain full justification supported by appropriate documentation. Additional information regarding and/or relating to the Office of Business Services can be found online at my.flagler.edu/ics, under the Students Tab.

Billing Procedures for:

- **Masters of Arts Program in Education for Deaf/Hard of Hearing**
- **Endorsement in Teaching American Sign Language in the Public Schools-Graduate Level**
- **Endorsement in Severe and Profound Disability-Graduate Level**

Graduate Students Cost per credit hour:

Master of Arts Graduate Program in Education for Deaf/Hard of Hearing \$500

Once registered, a student's account balance can be viewed online at my.flagler.edu. Students are responsible to review their charges and make payments online by payment due dates. The student's online account will reflect credit for approved financial aid awards. Questions on charges should be directed to studentaccounts@flagler.edu or by phone at 904-819-6230.

The student is responsible for making sure all contact information, including legal address is up to date on their student account.

Any changes in the student’s status must be communicated in writing to the Office of the Registrar prior to the start of each semester. If a student has decided not to attend, the Office of Business Services and the Office of the Registrar must be notified in writing prior to the end of drop/add date of the semester. Failure to notify the Office of the Registrar and the Office of Business Services by the drop/add deadline that a student will not be attending will result in a tuition charge. In addition, the deposit will be forfeited.

Deposit:

Non-Refundable Deposit required upon acceptance.....\$500

Payment Due Dates:

The Master of Arts Graduate Program has multiple sessions for each semester. Payment for all sessions are due for each semester on the due date as indicated below.

| Semester | Dates of Semester | Payment Due Date |
|-----------------|--------------------------|-------------------------|
| Fall 2017 | 8/21/17 - 12/8/17 | 8/1/17 |
| Spring 2018 | 1/2/18 - 4/22/18 | 12/1/17 |
| Summer 2018 | 4/24/18 - 8/4/18 | 4/1/18 |

Charge Adjustments/Withdrawals:

All adjustments are based upon the semester, not the session.

All deposits are applied to student’s first semester. If student does not attend or withdrawals by the drop/add date, the deposit is non-refundable.

Student withdrawals must be in writing and received by the Office of the Registrar by the required dates to receive a refund:

- a. 100% refund if notice is received by the drop/add date of class for each semester.
- b. 75% adjustment (75% of charges cancelled) if the last class attended is prior to the end of the fourth week of the semester.
- c. 50% adjustment (50% of charges cancelled) if the last class attended is prior to the end of the sixth week of the semester.
- d. 25% adjustment (25% of charges cancelled) if the last class attended is prior to the end of the tenth week of the semester.
- e. No refund will be made for withdrawals after the beginning of the eleventh week of the semester.

Refer to the previous “undergraduate sections” for any additional information that may be applicable to you as a graduate student.



Each Flagler College student's educational experience culminates in the opportunity to march with fellow graduates in a formal commencement ceremony.



*Above: Hanke Hall, which houses the Admissions and Financial Aid offices.
Below: The 30 foot mosaic inside the courtyard of Hanke Hall. This mosaic was designed and executed by students from Flagler College's Art Department.*



Flagler College strives to provide quality education at a reasonable cost, with a goal of making higher education affordable to as many students as possible.



FINANCIAL AID

Financial aid is money awarded to students to help pay their educational costs. It comes in the form of grants, loans, and employment. Grants and scholarships are called gift aid, since they do not have to be repaid. Loans and employment are called self-help aid, since students are helping themselves by either repaying the money loaned or working for the money. Loans are made at low interest rates, and repayment typically does not start until after graduation. Employment involves working on campus or at selected off-campus sites. To qualify for financial aid, students must either establish financial need for it or meet the special requirements of a grant, scholarship, or loan awarded without regard to financial need.

There are four basic sources of funds for financial aid at Flagler College: The federal government, state governments, Flagler College, and private organizations. Flagler College participates in all federal programs and all State of Florida programs (with the exception of those restricted for use at state universities or community colleges). Also, some other states provide grants for use at Flagler College. Flagler College provides its own funds in the form of various grants, scholarships, and work. In addition to these programs, some Flagler College students receive privately-funded scholarships and loans.

Purpose, Philosophy, and Policy

The Office of Financial Aid supports the purpose and mission of Flagler College by conducting a comprehensive financial aid program designed to help students who need financial assistance and designed to recognize students on the basis of academic achievement, talent, or service.

The Office of Financial Aid will help a student obtain financial assistance for which he/she may be eligible. It is the responsibility of the student, however, to be aware of the eligibility requirements and to maintain satisfactory academic progress, to submit all necessary forms in a timely manner, and to make appropriate inquiries. It is particularly important that the student inform the Office of Financial Aid of any aid that he/she expects to receive, so the student's financial aid package can be properly coordinated.

Need-Based Financial Aid

Financial need is the difference between the cost of education and a family's ability to pay for that cost. The cost of education, as developed by the Office of Financial Aid, is based on actual costs and estimated expenses. The family's ability to pay, called the Expected Family Contribution (EFC), is based on an evaluation of family resources and other factors. If the EFC is less than the cost, then need has been established.

If a student establishes need, the Office of Financial Aid will develop an award package. It is important to note that, except for the Parent Loan (PLUS), the unsubsidized Stafford Loan, and private loans, any type of aid for which a student qualifies, even if need was not a factor, must be counted toward meeting a student's need.

The following types of need-based aid are available at Flagler College:

Federal Need-Based Aid

Pell Grant. A non-repayable grant awarded to the neediest students. The amount of the grant depends specifically on the student's EFC, and it ranges from \$606 to \$5,920.

Perkins Loan. An interest-free loan while the student is enrolled at least half-time, repayable after the student graduates or ceases enrollment on at least a half-time basis. The Office of Financial Aid determines recipients and amounts based on the level of need. Loans range from \$500 to \$4,000. The interest rate is fixed at 5 percent.

Supplemental Educational Opportunity Grant (SEOG). A nonrepayable grant available to students with high need. The Office of Financial Aid determines the recipient and amounts based on the level of need. Awards range from \$100 to \$2,000.

Work-Study Program. Job opportunities are available both on campus and at the Florida School for the Deaf and the Blind (FSDB). Jobs are assigned to students who have sufficient need and who express a desire to work. The normal work week is six hours, and the minimum wage is paid. The standard work award is \$700 per semester for on-campus jobs and \$800 for FSDB jobs.

Subsidized Stafford Loan. An interest free loan while student is enrolled at least half-time. Payment begins six months after student ceases to be at least half-time. The loan is the student's option, and the amount he/she can borrow is based on the student's level of need and his/her year in school. The maximum amounts available for an academic year are as follows: Freshman, \$3,500; Sophomore, \$4,500; Junior/Senior, \$5,500. Also see Unsubsidized Stafford Loan. Visit <http://studentaid.ed.gov> for current interest rate information.

State of Florida Need-Based Aid

Florida Student Assistance Grant. A non-repayable grant for students who are Florida residents. Each year, the State sets a qualifying EFC benchmark, with any student at or under the EFC being potentially eligible. A student who submits the Free Application for Federal Student Aid (FAFSA) is automatically considered. The amount of the grant depends on funds provided by the state legislature, but it is usually in the \$200 to \$1,800 range.

Florida Work Experience Program. The Office of Financial Aid awards this work to Florida residents who express a desire to work and who have sufficient need. The normal work week is six hours, and the minimum wage is paid. The standard work award is \$700 per semester.

Other States' Need-Based Aid

Some states, such as Rhode Island and Vermont, provide grants to their residents who attend Flagler College. The amounts of the grants vary from state to state and depend on the student's level of need. A student should inquire at his/her high school guidance office as to whether such a grant is available.

Flagler College Need-Based Aid

Flagler (Need) Grant. A non-repayable grant, awarded to students who have established financial need. The Office of Financial Aid determines recipients and amounts based on the level of need and other aid being received. Awards usually range between \$200 and \$4,000.

Application Procedures for All Need-Based Aid

Complete the Free Application for Federal Student Aid (FAFSA) in one of two ways:

- (a) Print a hard copy FAFSA from the FAFSA website and mail it to the Federal Processing Center, or
- (b) File online at <http://www.fafsa.ed.gov>.

NOTE: Be sure to list Flagler College as a college to receive the FAFSA results. Use the Federal School Code for Flagler College: 007893.

- You will also receive the results, a Student Aid Report (SAR). Be sure to check your SAR carefully and report any corrections that need to be made.
- If you listed Flagler College and the Federal School Code for Flagler College, the Office of Financial Aid will be able to draw down your FAFSA information electronically.
- If you are selected for "verification," you will be requested to submit both your and your parents' IRS tax transcripts to the Office of Financial Aid. (If you are independent, you do not have to provide your parents' tax transcript.) Also, a Verified Worksheet will be requested. (This form will be provided to you.) Note: We recommend using the IRS Data Retrieval tool to automatically report tax information.
- The priority deadline date for all students is March 1. Applications received after that date will be handled on a first-come, first-served basis. It should be noted that missing the deadline of March 1 does not exclude a student from qualifying for some need-based aid, such as the Pell Grant and the Stafford Loan.

Non-Need-Based Financial Aid

Flagler College offers the following financial aid to students on a non-need basis:

Federal Non-Need Aid

Unsubsidized Stafford Loan. An interest bearing loan with a fixed interest rate (visit <http://studentaid.ed.gov> for current interest rate information), simple interest, not compound interest. Repayment begins six months after student ceases to be at least half-time. Note: Interest is applied from date of disbursement. All students may borrow

\$2,000 in Unsubsidized Loan funds yearly. This is on top of the following annual maximums based on grade level. The maximum amount a student can borrow is based on his/her grade level as follows:

Freshman, \$3,500; Sophomore, \$4,500; Junior/Senior, \$5,500. To be eligible, a student must first attempt to qualify for need-based aid (using the FAFSA).

Parent Loan (PLUS). A fixed interest rate loan available to parents of dependent students. Repayment begins 60 days after the first disbursement. Parents may opt to defer PLUS loan repayment until 6 months after the student drops below half time, however, interest is applied from the date of disbursement. The maximum amount available is determined by subtracting all financial aid the student is receiving from the Cost of Education. A separate loan application must be submitted online at www.studentloans.gov.

State of Florida Non-Need Aid

The State of Florida offers a number of non-need scholarships to freshmen which require the student to apply through his/her high school during the student's senior year. These include: Florida Academic Scholars Scholarship, Florida Top Scholars Scholarship, and the Florida Medallion Scholarship. Flagler College participates in all these programs and encourages students to contact their high school guidance counselors for information on eligibility and application requirements. Note: Students must apply with the State of Florida during their senior year of high school.

Financial aid programs sponsored by the State of Florida which involve submission of an application to Flagler College are outlined in the following paragraphs:

Florida Resident Access Grant (FRAG). The FRAG (formerly the Florida Tuition Voucher) was created by the 1979 Florida Legislature to provide tuition assistance to resident students attending eligible non-profit private colleges and universities located in the state. Funds for the support of the FRAG are contingent each year on the appropriations made available by the Florida Legislature. Thus, the amount of the grant varies from year to year.

To receive the FRAG, at least one of a dependent student's parents must have been a one-year resident of the State of Florida prior to the first day of classes of the semester. For an independent student, he/she must have been a one-year resident, for other than educational purposes, prior to the first day of classes of the semester. A student must be enrolled on a full-time basis (12 hours or more), must be pursuing his/her first undergraduate degree, and must meet very specific Satisfactory Academic Progress requirements. These requirements include but are not limited to: maintaining a cumulative GPA of 2.0 and earning 12 hours each semester for which the FRAG is received. A student can receive the FRAG for a maximum of nine semesters.

To apply for the FRAG, a student must complete the Florida Residency Affidavit. The deadline date is October 15. For spring entrants, the deadline date is February 15.

The Florida Bright Futures Scholarships. See <https://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm> for specifics. The State of Florida honors students who maintain high academic standards while in high school with three Bright Futures Scholarships: The Florida Academic Scholars Scholarship, the Florida Medallion Scholarship, and The Academic Top Scholar Scholarship. Students are awarded by their high school and can continue receiving the scholarship if they maintain certain state requirements while in college.

Students must be enrolled for at least six hours per semester and maintain a CGPA of 2.75 or better for the Medallion Scholarship or a minimum of 3.0 to keep the Academic Scholars awards. Students that fail to meet the required CGPA at the end of their first year of BF funding have a one-time opportunity to restore their eligibility by raising their CGPA to the minimum required by the end of the following year.

The amount of the BF award is a fixed per-credit amount established by the state annually and determined by the number of credit hours for which a student enrolls each semester. In the event a recipient drops any hours, the state requires the student to return the Bright Futures funds for the hours dropped; failure to repay results in the loss of eligibility in future years. Students who fail to earn/pass all hours funded, even though their CGPA is sufficient lose their eligibility for Bright Futures in future years. There is no restoration opportunity if BF is lost due to failure to earn the mandatory number of hours.

Florida Minority Teacher Scholarship. This scholarship was initiated to attract minority students into teaching careers in the State of Florida. The amount of the scholarship is \$4,000 per year. A student must be a minority (African-American, Asian-American, Hispanic-American, Native American). In addition, a student must be a Florida resident, a junior or senior, and must be accepted into the Teacher Education Program at Flagler. Preference is given to community college transfer students. A student may obtain an application from the Flagler College Education Department. The application should be submitted to the Education Department in the Spring Semester. All applications will be reviewed by a committee which will recommend recipients to the President of the College. The President will select the students to be nominated to the State for consideration.

Flagler College Non-Need Aid

Presidential Merit Scholarship. The Presidential Merit Scholarship, a non-repayable scholarship, is awarded to students based on academic merit or other criteria not related to financial need. Awards usually range between \$1,000 and \$4,000. A 2.5 GPA is required for renewal.

Annual Scholarships. There are a number of scholarships available on a year-to-year basis. These scholarships are provided by individuals or organizations who specify the eligibility requirements. These requirements vary widely and include such things as academic record, need, major, intended career, and residence. These scholarships will be publicized as they become available, and application instructions are provided at that time.

Athletic Scholarships. Athletic scholarships are available in the following men's sports: baseball, basketball, cross-country, indoor track, golf, soccer, and tennis. Scholarships are available in the following women's sports: basketball, cross-country, indoor track, golf, soccer, softball, tennis, and volleyball. To apply, a student should contact the Athletic Department.

Work Program. This program is designed to provide non-need students with work opportunities on campus. Since priority for jobs is given to need students, a non-need student is assigned a job usually when he/she is specifically requested by a work supervisor because of special skills or talent. A student not requested on this basis can apply for a job through the Office of Financial Aid, at which time he/she is placed on the work waiting list. The normal work week is six hours, and the minimum wage is paid. The standard work award is \$700 per semester for on-campus jobs.

Endowed Scholarships

Applications for these scholarships are available to continuing students online at <https://my.flagler.edu> from February 1-28 for the following year. New freshmen do not have to apply for scholarships. All new freshmen will be considered for our freshman scholarships. Recipients will receive notices as scholarships are awarded over the course of the summer.

Dr. William T. Abare, Jr., and Susan J. Abare Scholarship. Established in 2010, this scholarship was initiated by the Abare family and supported by friends in the community to recognize Bill and Susan Abare for their first 40 years of association with Flagler College. The scholarship will be awarded on the basis of merit to rising juniors or seniors who demonstrate leadership skills in academics, athletics, or student organizations. Primary consideration will be given to a student's leadership and academic promise; however, consideration may be given to students with demonstrated financial need.

Albinson Family Scholarship. This scholarship was established by the Albinson Family (Jeff, Lori, Oakley and Alexa) in memory of Joanne and Walt Albinson and their son, Skip Albinson. Joanne and Walt understood the value of a college education and Skip was the consummate athlete. Each of them demonstrated a love of animals, a willingness to take in strays, and an aptitude for the care of injured animals. To qualify, the applicant must be a sophomore, junior, or senior, a member of the women's tennis or volleyball team or the men's basketball or baseball team, to include team managers. Additionally, the recipient must convey their love of animals with a brief essay or statement.

Michael and Nicole Andres Scholarship. This scholarship was established in 2001 by Mr. and Mrs. Michael Andres. Michael is a 1987 graduate of Flagler College and is on the Alumni Board. He was a Lewis-Wiley Scholar and played varsity basketball. To qualify, a student must be a junior or senior of good character, must be majoring in Business Administration, Accounting, Media Studies, Strategic Communication (PR), or Journalism and Media Production, and must have a minimum cumulative GPA of 3.3. Preference will be given to a student who participates in varsity sports.

Bruce Arthur Appel Memorial Scholarship. A scholarship in memory of Bruce Arthur Appel was established in 1993. Funds for the memorial scholarship were contributed by the family and friends of Bruce A. Appel, the son of Mr. and Mrs. Charles Appel. Bruce began his working career as an employee of the Sea Shanty Restaurant in Miami. This scholarship is awarded each year to a junior or senior who intends to pursue a career in law. To qualify, the student must have a minimum cumulative GPA of 3.0 and must be accepted into the Law program.

Atlantic Dodge Chrysler Jeep Endowed Scholarship. This scholarship was established in 2002 by Mr. Philip W. Lowe and Atlantic Dodge Chrysler Jeep Inc. to aid a student majoring in Business Administration. To qualify the student must be in good standing and have demonstrated financial need. Preference is given to residents of St. Johns County, Florida.

James W. Babcock and B. Teri Ludwick-Babcock Endowed Scholarship for Coastal Environmental Science. This scholarship was established in 2012 by James W. Babcock and B. Teri Ludwick-Babcock. To qualify, a student must have sophomore standing with the completion of at least 45 credit hours (with the exception of Flagler College Faculty Led programs which require 24 attempted credit hours); have a cumulative GPA of 3.0 or higher; and be a degree-seeking student. Further, the student must have a declared major in Coastal Environmental Science. The scholarship will be awarded on the basis of merit; however, consideration will be given to students with demonstrated financial need.

John and Peggy Bailey Scholarship. This scholarship was established in 2000 by Mr. and Mrs. John Bailey of St. Augustine, Florida. Mr. Bailey was a founding member of the Flagler College Board of Trustees. To qualify, a student must meet the following requirements: Junior or senior in good academic standing, Business Administration major, minimum cumulative GPA of 2.5, good character, and demonstrated financial need.

Greg E. and Lillian C. Baker Scholarship. This scholarship was established in 2000 by Mr. and Mrs. Greg Baker of St. Augustine, Florida, longtime supporters of Flagler College and the Young Life Program. Mr. and Mrs. Baker have been members of the President's Society since 1980. To qualify, a student must be a junior or senior with a minimum cumulative GPA of 2.5. Preference is given to a student who is minoring in Youth Ministry, who has demonstrated leadership with the Young Life Program or similar organization that promotes Christian values, and who intends to work in an area related to ministry to youth.

John and Anne Baker Scholarship. This scholarship was established in 2003 by Mr. and Mrs. John Baker of St. Augustine, Florida. To qualify, a student must be a Florida resident, and have demonstrated financial need. Preference will be given to minority students.

Jessica “Brie” Barfield Memorial Scholarship. This scholarship was established in 2002 by Flagler College as a memorial to Brie Barfield, a Communications/Broadcasting major and WFCF 88.5 volunteer. The scholarship is awarded to a Florida resident and Media Studies, Strategic Communication (PR), or Journalism and Media Production major with a minimum cumulative GPA of 2.8 and demonstrated financial need.

Elizabeth and Thomas Barker Scholarship. This scholarship was established in 2002 with a memorial gift from the Elizabeth and Thomas B. Barker Family Foundation, Inc. by Mr. Barker as a memorial to his late wife, Elizabeth. To qualify, a student must be of good character, have a minimum cumulative GPA of 2.8 and have demonstrated financial need.

Tim Barnwell Memorial Scholarship. This scholarship was established in 2009 by the Barnwell Family and Dave Barnett, Flagler College’s Head Baseball Coach. The scholarship is in memory of Tim Barnwell, Sr., whose children attended Flagler College. His son, Chris Barnwell, is the first graduate to become a major league baseball player. To qualify, a full-time student must be a member of the baseball team, have good character, including values of loyalty, respect, responsibility, integrity, leadership and sportsmanship, and a minimum GPA of 2.0.

Rodney Bell Memorial Scholarship. This scholarship, established through gifts by family, friends, classmates, and teammates as a memorial to Rodney Lamar Bell, a member of the class of 1992, is awarded each year to a student-athlete who exhibits qualities of leadership and character. To qualify, a student must be a member of one of the College’s intercollegiate athletic teams. Preference will be given to members of the men’s or women’s basketball team. Additionally, candidates must be a junior or senior and have a minimum cumulative GPA of 2.4.

Graydon C. Bosse Memorial Scholarship. This scholarship was established in 2000 in memory of Graydon C. Bosse by his grandparents, Colonel and Mrs. Christian L. March and family. To qualify, a student must meet the following requirements: Political Science, Media Studies, Strategic Communication (PR), or Journalism and Media Production major, minimum cumulative GPA of 2.5, good character, and a resident of Florida.

Fred H. Bozard, Jr., Memorial Scholarship. This scholarship was established in 2004 by Mr. Fred Bozard III, a long-time supporter of Flagler College and member of the President’s Council since 1994, in honor of his father, the late Fred H. Bozard, Jr. To qualify, a student must be full-time, in good standing and active in SAM, the Society for Advancement of Management.

Josephine Bozard Scholarship. This scholarship was established in 2002 by Mr. Fred Bozard III, who was a member of the President’s Society since 1994, in honor

of his mother's service to the community. She had been a member of the President's Society since 1978, and has served as chairman for many years. To qualify, a student must be a full-time junior or senior who has participated in Flagler College's chapter of Society for Advancement of Management (SAM).

Mary and Loren Brown Scholarship. This scholarship was established through a gift to the College from Mary and Loren Brown of St. Augustine. To qualify for the scholarship, an applicant must be a junior or senior, must be majoring in Business Administration or Accounting, must have a minimum cumulative GPA of 3.0, must be of good character, and have demonstrated financial need.

AJ Buffington Memorial Scholarship. Initially established as an annual scholarship by Folioweekly in 2005, Carl and Barbara Buffington, AJ's parents, along with other family, friends, and alumni of Flagler College, created a permanent scholarship to honor his memory. An alumnus of the class of 2001, AJ was a Graphic Design major who was also awarded the prestigious Lewis-Wiley Scholarship. To qualify for this scholarship, an applicant must be a rising senior, Graphic Design major with demonstrated financial need. Preference will be given to students who have talent in other areas of Visual Arts as well.

Michael W. Bugg Scholarship. This scholarship was established in 2000 by Mr. Michael W. Bugg, a 1978 graduate of Flagler College, former Alumni Board member, and a successful businessman from Atlanta, Georgia. To qualify, a student must meet the following requirements: sophomore, junior, or senior, demonstrated financial need, demonstrated leadership potential, entrepreneurial skills, and a record of service to the College and/or the community. To apply, a student should contact either the Office of Student Services or the Chair of the Business Administration Department.

Lorraine Buttrick Memorial Scholarship for Women in Athletics. This scholarship was established in 2012 by Peter Buttrick '73, his sons, Mark and Brian, and daughter-in-law, Kelley, in memory of Lorraine, a devoted wife and mother. Lorraine would have appreciated the value of additional financial assistance through scholarships, as she had to work many hours at two jobs while playing college sports, attending class, and completing homework assignments to pay for tuition. To qualify, the applicant must have demonstrated financial need, a minimum cumulative GPA of 2.5, and be a member of a women's Flagler College athletic team with a preference given to the women's tennis team.

Carlisle Interconnect Technologies Scholarship. The Carlisle Interconnect Technologies Scholarship has been established under the leadership of President John Berlin to aid Flagler College students majoring in Finance or Accounting. To qualify, students must be a junior or senior majoring in Finance or Accounting. Students must have a minimum GPA of 3.0. Preference will be given to students with financial need, women, and/or students of color.

Donald and Beverly Copeland Carmichael Endowed Scholarship. This scholarship was established in 2015. Dr. Beverly Copeland Carmichael was a member of the first graduating class of Flagler College in 1972 and was a founding member of the Alumni Board of Directors. A scholarship recipient while at Flagler College, Dr. Carmichael and her husband Don want to help to “pay it forward” for other students. The recipient must demonstrate financial need and be a full-time student; the applicant must write a brief essay (250 words or less) on why she/he seeks the scholarship and why Flagler College is important to her/him. This essay must accompany the application. Preference will be given to students with a minimum GPA of 3.0 or higher.

Diane Sheeran Cassidy Memorial Scholarship for Study Abroad. This scholarship was established in 2012 by family and friends as a memorial to Diane Sheeran Cassidy '12. The second eldest of nine siblings, Diane majored in Elementary Education. Her adventurous spirit was demonstrated by the international trips she took with her father, including those to various parts of Africa. Through this scholarship, Flagler College students will be able to participate in traveling experiences, which Diane so much enjoyed throughout her lifetime.

James Coleman Gallery Scholarship. This scholarship was established in 2003 by Bill and Karen Weeks of St. Augustine, Florida. To qualify, a student must meet the following requirements: Junior or senior, Art major, minimum cumulative GPA of 3.0, and demonstrated financial need.

Fred and Barbara Cone Scholarship. This scholarship was established in 2000 by Mr. and Mrs. Fred Cone, Jr., of St. Augustine, Florida. The late Mr. Cone became a member of the Board of Trustees in 1978. To qualify, a student must meet the following requirements: Education major in the field of mental retardation who demonstrates an interest in working with exceptional children, a junior or senior, minimum cumulative GPA of 2.5, and good character.

Angela M. Cox Scholarship in Communication. Established in 2005 by Margo and Alyn Pope, longtime residents of St. Augustine and actively involved in the community, this award was created to honor Margo's mother's writing career. Angela Cox was a former woman's editor of The St. Augustine Record under Editor A.H. Tebault, Jr. She began her writing career at The Record in the 1940s under the direction of the legendary Record Editor Nina Hawkins and later for Editor Harvey Lopez and Managing Editor Tom King. Mrs. Cox also wrote St. Augustine Notes, a women's section news column for The Florida Times-Union for 10 years and did freelance stories for statewide magazines featuring women's activities. Mrs. Pope followed her mother into journalism. To qualify, the student must be a female, Media Studies, Strategic Communication (PR), or Journalism and Media Production major with a minimum cumulative GPA of 3.0 and demonstrated financial need.

J. Edward “Red” Cox Memorial Scholarship. This scholarship was established in 1998 through gifts by family and friends of J. Edward “Red” Cox, a long-time resident of St. Augustine and a staunch supporter of Flagler College. One or more scholarships may be awarded annually to students attending Flagler College who are residents of St. Johns County at the time of the initial award. To qualify, a student must be a sophomore, junior, or senior, must have earned a minimum cumulative GPA of 2.5, and must be of good character with no record of disciplinary violations. Preference will be given to students who are members of the intercollegiate baseball team, who major in Sport Management or a related discipline, and who have demonstrated financial need.

Dan and Jann-Marie Culhane Endowed Scholarship. This scholarship was established in memory of Daniel Culhane, who passed away in October 2016. The scholarship is to honor Dan’s 14-year marriage to Jann-Marie and his 28-year career with IBM. This scholarship celebrates their time together, their passion for education, and their interest in helping to develop the next generation of business leaders and entrepreneurs. To qualify, a student must major in business administration and maintain a minimum GPA of 3.0. Preference will be giving to a students majoring in Business Administration. The scholarship is open to freshmen, sophomores, juniors, and seniors.

Joy McCann Culverhouse Scholarship. This scholarship was established in 1998 by Mrs. Joy McCann Culverhouse. To qualify a student must be female, must be of good character, must be a member of one of the College’s intercollegiate athletic teams, and must have a minimum cumulative GPA of 2.0.

A.D. Davis Scholarship. This scholarship was established in 2001 by Mr. Vernon Davis of St. Augustine as a tribute to honor his father, Mr. A.D. Davis. The A.D. Davis Construction Company has been involved in the various historic preservation projects on campus. The Davis family has also been a longtime supporter of the College. Mr. Vernon Davis joined the President’s Society in 1985. To qualify, a student must be a resident of St. Johns County, must demonstrate good character, and have a minimum cumulative GPA of 2.2.

Andrew Dillon Scholarship. This scholarship was established in 2000 by Flagler College alumni who majored in English in honor of Dr. Andrew Dillon. Dr. Dillon, professor of English, retired from full-time service in 2000, after 28 years of teaching in the English Department at Flagler. To qualify, a student must be a junior majoring in English; have a minimum cumulative GPA of 2.5; and have demonstrated, in the opinion of his/her instructors, distinct improvement in the understanding of, and appreciation for, works of literature.

Janie Dickson Memorial Scholarship. The Janie Dickson Memorial Scholarship supports Flagler College students who share the dedication to learning, cultural exchange, and community service that Flagler College alumna Janie Dickson (1974-2001) adeptly and enthusiastically exemplified. To qualify, students must have a minimum GPA of 3.5 and have an interest in participating in an enrichment activity, such as a conference, study abroad, or volunteer mission. To apply, students should contact the Dean of Counseling.

Adrienne Donelson Scholarship for Women’s Basketball. This scholarship was established in 2010 by Dr. Andrew W. Donelson in honor of his daughter, Adrienne Donelson ’11. To qualify, a student shall be a member of the Flagler College Women’s Basketball Team and be in good standing at the College.

Driskell Family Memorial Scholarship. This scholarship was established by family and friends in memory of Pam Driskell and her sister-in-law, Carol Lee Slater Driskell. Pam was an avid paddle tennis player, a student at Flagler College, and a secretary in the Education Department. Carol, who had a love of surfing, was an elementary art teacher who later became known for her “signature” pottery. To qualify, the recipient must be a St. Johns County resident, maintain a minimum cumulative GPA of 2.5, and demonstrate financial need.

Education Department Scholarship. This scholarship was established by members of Kappa Delta Pi, Education Honors Society, to honor Dr. Kathleen Eide and Dr. Tom Pace for their faithful service to the Education Department at Flagler College. Dr. Eide joined the college in 1997 and retired in 2011. Dr. Pace joined the college 1996 and retired in 2008. The scholarship will be awarded to a sophomore, junior, or senior Elementary Education major who is a member of Kappa Delta Pi.

The Berniece J. Erwin Memorial Scholarship. The Berniece J. Erwin Memorial Scholarship was established in 2011 by Frances Erwin Neelands. The endowed scholarship shall be awarded each year to two students – one male and one female – and may be used to pay educational expenses for each student’s tuition, room and board, books, and the reasonable spending needs of recipients. The actual amount of the scholarship award shall be determined annually by the college administration. To be eligible for the scholarship, a student must be a resident of the State of Florida, must be a junior or senior in good standing, and must rank in the upper 25 percent of his or her class.

Steven H. Evans Scholarship. This scholarship was established in 2000 by Flagler College alumni who majored in Business Administration in honor of Mr. Steven H. Evans. Mr. Evans retired from Flagler College in 1998 after 13 years of teaching in the Business Administration Department. Mr. Evans served as Chairman of the Business Administration Department from 1988 to 1997. To qualify, a student must be a junior or senior majoring in Business Administration or Accounting, must be in good academic standing, and must have demonstrated financial need.

Dr. Fran Farrell Memorial Scholarship. This scholarship was established by alumni, faculty, staff, family, and friends, in memory of Dr. Fran Farrell. Dr. Farrell left her mark on Flagler College by teaching hundreds of Education majors and inspiring them to use their knowledge as educators from 1978-2004. In addition to her many contributions at Flagler College, she was also involved with Learn to Read, Communities in Schools, Catholic Charities for the Diocese of St. Augustine, and Special Olympics, and received numerous awards. To qualify, students must be senior Education majors

participating in a Fall or Spring internship. The recipient must also have a minimum cumulative GPA of 3.0, be in good standing, and have financial need.

Richard Finkel Memorial Scholarship. This scholarship was established through a gift from the estate of Richard W. Finkel in 1994. To qualify for this scholarship, a student must be a junior or senior, be accepted into the Law program, have a minimum cumulative GPA of 3.0, and be of good character.

Florida East Coast Railway Scholarship. This scholarship was established in 2000 by Florida East Coast Industries, with which Flagler College shares a connected history traceable to Henry Flagler. To qualify, a student must meet the following requirements: Resident of Florida, minimum cumulative GPA of 3.0, and financial need. Preference is given to children or grandchildren of employees of Florida East Coast Industries or its subsidiaries.

Dr. William C. Friday Scholarship. This scholarship was established in 1999 by Mrs. Molly Wiley, sister of Flagler College founder, Mr. Lawrence Lewis, Jr., and Mr. Thomas Kenan III, a longstanding member of the Flagler College President's Society. The scholarship honors Dr. William C. Friday for his years of service as Executive Director of the William R. Kenan, Jr. Charitable Trust. One scholarship covering the full cost of tuition is available each year. (Note: Florida recipients, scholarship amount must be readjusted for FRAG). To qualify, a student must be a junior or senior majoring in Graphic Design and have a minimum cumulative GPA of 2.5.

William and Eloise Gay Baseball Scholarship. This scholarship was established in 2006 by William and Eloise Gay of Jacksonville, Florida. The scholarship is awarded to a member of the Flagler College Baseball Team who is also a full-time junior or senior with a cumulative GPA of 2.0 or above and is of outstanding character. Mr. Gay is a Trustee Emeritus of Flagler College.

William and Eloise Gay Scholarship. This scholarship was established in 2000 by William and Eloise Gay of Jacksonville, Florida. To qualify, a student must be a junior or senior majoring in Business Administration or Accounting, have a minimum cumulative GPA of 3.0, be of good character, and have demonstrated financial need. Additionally, the student must be a resident of one of the following Florida counties: Baker, Clay, Duval, Nassau, or St. Johns.

W.W. Gay Mechanical Contractors Employee Scholarship. This scholarship was established in 2007 by the employees of W.W. Gay Mechanical Contractors Corp. To qualify a student must be a dependent of an employee of W.W. Gay Mechanical Contractors.

Cliff Glover Scholarship. This scholarship was established in 2001 by the Batson-Cook Company honoring Mr. Cliff Clarke Glover. A founding father of the Batson-Cook Company, Mr. Glover's career spanned almost sixty years, interrupted only by his service in the Civil Engineer Corps of the United States Naval Reserve

during World War II. He retired in 1994. To qualify, a student must meet the following requirements: Education major, be of good character, resident of the Florida First Coast (counties of Baker, Clay, Duval, Nassau, or St. Johns), minimum cumulative GPA of 2.5, and demonstrated financial need.

Dr. Thomas Graham Scholarship. This scholarship was established in 2008 by David Iannone (Class of 1986), Ms. Annette Gardiner, alumni, family, and friends in honor of retired history professor, Dr. Thomas Graham. Dr. Graham taught at Flagler College from 1973 to 2008. He assisted with the growth of the College during its early years and is a member of Flagler's first-generation professors. He began and ended his career at Flagler. To qualify, an applicant must be a rising sophomore, junior, or senior of good character with a major or minor in History, and a minimum GPA of 2.5. Preference will be given to a student with demonstrated financial need.

Major General Ronald O. Harrison Scholarship. This scholarship was established in 2000 by the Paxen Group, Inc., in honor of Major General Harrison, an honorary degree recipient from Flagler College. To qualify, a student must be a present or past member of the Florida National Guard, or a spouse, child, or grandchild of a present or past member of the Florida National Guard. Preference is given to a student with demonstrated financial need.

Dr. N. Patrick and Sue S. Hale Scholarship. This scholarship was established in 2006 by St. Augustine residents and longstanding supporters of Flagler College. Mr. and Mrs. Hale have been members of the President's Society since 1984. To qualify for this scholarship, a student must be of good character and a rising sophomore, junior, or senior majoring in Deaf Education, with a cumulative GPA of 2.5 or higher.

Dr. Mattie E. Hart Scholarship. This scholarship was established in 2000 by Ian Stake (Class of 1986 and Alumni Board member) and his wife, Caroline, and the Williams Foundation, as a tribute to Dr. Mattie E. Hart, a former professor of Religion at Flagler College. To qualify, a student must meet the following requirements: junior or senior, Religion major or Youth Ministry minor with an interest in people-oriented vocations (e.g., social work, counseling, Peace Corps, etc.); minimum cumulative GPA of 2.5; and demonstrated interest in community involvement (continued throughout the duration of the scholarship). Preference is given to minority students and students with financial need.

Hawkins Family Scholarship in honor of Elizabeth Hawkins '12 Flostrand. This scholarship was established in June 2016 by Michael R. Hawkins and Linda Allen-Hawkins, in honor of their daughter, Elizabeth Hawkins '12 Flostrand. While at Flagler College, Elizabeth served as the vice-president for Phi Alpha Omega and majored in psychology. Upon graduation, Elizabeth was accepted and has since graduated with a Masters in Science in Clinical Mental Health Counseling from Stetson University. Flagler College prepared her and supported her in this next chapter of her education. To qualify, the recipient shall be a full-time student at Flagler College, majoring in psychology,

maintain a 3.0 cumulative GPA, and be in good standing with the College. Preference will be given to students with a demonstrated financial need.

William Randolph Hearst Endowed Scholarship Fund to Support African American Students. Established in 2012 by the William Randolph Hearst Foundations of New York in order to increase the number of African-American students who apply to, are accepted by, and enroll in Flagler College. The Hearst Foundations fund exemplary institutions of higher education dedicated to preparing students to succeed in a global society. To qualify, the student must be an African American United States resident and intend to permanently reside in the United States after completion of his or her studies.

Jonathan Heath Memorial Scholarship. This scholarship was established through gifts to Flagler College by family, friends, and classmates as a memorial to Jonathan Heath, a member of the class of 1991. To qualify, a student must be a senior majoring in the Theatre Arts, Media Studies, Strategic Communication (PR), or Journalism and Media Production, have a minimum cumulative GPA of 2.4, and have financial need.

E. Virginia Hein Memorial Scholarship for Women in Business. This award was established in 2010 to honor the late Mrs. E. Virginia Hein, mother of St. Augustine resident and Flagler College supporter, Ms. Ruth Shugart. Mrs. Hein graduated from the women's college, Flora Stone Mather Western Reserve Institute, now CASE Western Reserve University, as a dietician. To qualify, a woman must be a full-time student in good standing, majoring in Business Administration, Accounting, or Sport Management.

Walter Hirshberg Memorial Scholarship (established by the Clint Foundation). This scholarship was established by Mr. and Mrs. John H. McClintock, Jr., and the Clint Foundation as a memorial to their friend, Walter Hirshberg. The scholarship is awarded to a sophomore, junior, or senior of good standing with a minimum cumulative GPA of 2.5. Students must also be working part time, and recipients must make a moral commitment to help other students in the future. Preference will be given to students with demonstrated financial need.

Gabe Hynes '98 Family Scholarship. This scholarship was established in June 2016 by Gabe Hynes, a 1998 graduate of Flagler College. Mr. Hynes was a Lewis-Wiley Scholar and later served on the Alumni Board. To qualify, the recipient must be a full-time student majoring in business administration, maintain a 3.0 cumulative GPA, and be in good standing with the college. Preference will be given to students with a demonstrated financial need.

John Charles (Jay) Jennison III Memorial Scholarship. A scholarship in memory of Jay Jennison was established in 2010 through gifts by family, friends, and the Athletic Department at Flagler College. It is awarded each year to a student-athlete who best exhibits the nine core values of the First Tee program; honesty, integrity, respect, sportsmanship, confidence, responsibility, perseverance, courtesy, and judgment. A longtime resident of St. Augustine, Jay was an outstanding amateur golfer having played intercollegiate golf at the University of Virginia and having won several amateur

tournaments. He served as the golf coach at Flagler from 2007 to 2009. Jay was passionate about the game of golf, and he devoted a great amount of time to developing the junior golf program in northeast Florida, serving as the Executive Director of First Tee of St. Johns County. He also established the St. Augustine Amateur Golf Tournament in 2004, as a national tournament for better amateurs and collegiate players. To qualify, a student must be a sophomore, junior, or senior; must be a member the men's golf team; must be of good character with no record of disciplinary violations; and must have a minimum cumulative GPA of 2.5. Preference will be given to a student who has demonstrated financial need.

William R. Kenan, Jr. Scholarship in Honor of Mary Lily Flagler Wiley.

This scholarship was established in 2010 by the William R. Kenan, Jr. Charitable Trust to honor Mary Lily Flagler Wiley. Mrs. Wiley (1920-2010) was a longtime major donor to the College, sister to the College's founder Lawrence Lewis, Jr., and an heir to Henry Flagler. The award will be given to a senior majoring in Fine Arts or Graphic Design. Based on merit, the recipient will be recommended by a selection committee. Preference will be given to a student who has demonstrated financial need.

Dr. J. Robin King Philosophy and Religion Scholarship. This scholarship was established in 2004 by alumni, family, and friends in honor of Dr. Robin King, who retired after 12 years of teaching Philosophy at Flagler College. To qualify, a student must be a rising junior or senior Philosophy/Religion Major with an emphasis in Philosophy and a minimum cumulative GPA of 3.0. Preference will be given to students who are involved in community service and who have a cumulative GPA of 3.3 and above.

Thomas E. King Memorial Scholarship. This scholarship was established in 2002 in memory of the late Thomas E. King, and it serves as a tribute to his devotion to journalism and his zest for participating wholeheartedly in the life of the community. Robert E. Martin, General Manager of the Florida Times Union and member of the Flagler College Board of Trustees since 1993, was instrumental in establishing this scholarship. To qualify, a student must be a junior or senior, majoring in Media Studies, Strategic Communication (PR), or Journalism and Media Production, and have a minimum cumulative GPA of 2.5.

Frances Bartlett Kinne Endowed Scholarship. This scholarship was established in 2003 by Dr. Frances Bartlett Kinne. Dr. Kinne, a distinguished educator, is a former president of Jacksonville University. She has been a longtime friend of Flagler College and holds an honorary degree from the College. To qualify, a student must be an entering freshman who was a member of the National Honor Society in high school. The student also must have demonstrated exemplary character, service, and leadership while in high school. Preference will be given to a student with demonstrated financial need.

The Kirbo Scholarship. This scholarship was established in 2001 to honor the memory of Mr. and Mrs. Thomas Kirbo, long-time residents of Jacksonville, Florida. Mr. Kirbo was active in business and real estate and his wife, Irene, was involved in civic and cultural activities. Among Mr. Kirbo's extended family in Georgia is prominent

attorney Bruce Kirbo and the late Charles Kirbo of Atlanta. To qualify, a student must meet the following requirements: majoring in Business Administration or Accounting, or participating in the Law program, resident of Florida or Georgia, good character, and a minimum cumulative GPA of 3.0.

Dorothy Konrad Memorial Scholarship. Through a gift bequeathed to Flagler College by Dorothy Konrad, the administration established a scholarship in her name. Ms. Konrad was a member of the first graduating class in April of 1972. To qualify for this scholarship, an applicant must be a junior or senior majoring in Art or Graphic Design, must have a minimum cumulative GPA of 2.4, and must have demonstrated financial need.

Krieger/O'Reilly Memorial Scholarship. This scholarship was established in 2011 by John E. and Peggy Krieger and the Chelley Foundation in memory of the maternal and paternal grandparents of alumnus, John M. Krieger '02. To qualify, students must be in good standing, have demonstrated financial need, and a record of leadership in community development or public policy improvement activity.

Keith Kula Memorial Scholarship. This scholarship was established in 2003 by Mr. and Mrs. Gerald G. Kula of Jacksonville, Florida, as a memorial to their late son, Keith. Jerry Kula, former Director of Food Services for ARAMARK, was involved with Flagler College for many years. To qualify, a student must meet the following requirements: Junior or senior in good academic standing, Art or Graphic Design major, and demonstrated financial need.

Scott Lagasse, Jr., '04 Scholarship in Memory of Josh Zwieg. This scholarship was established in 2010 by Mr. Scott Lagasse, Jr., of St. Augustine, Florida, through gifts from family, friends, and local businesses. Mr. Lagasse, a 2004 graduate of Flagler College, named the scholarship in memory of one of his best friends, Josh Zwieg, who died in 2002. To qualify for this scholarship, a student must be of good character. Preference will be given to students who are financially responsible for the cost of their education and working full-time or part-time while enrolled at Flagler College.

Sophie S. Laval Memorial Scholarship. This scholarship was established through a gift to Flagler College by Mr. and Mrs. Rodney Laval as a memorial to their daughter, Sophie Laval, a member of the class of 1989. To qualify for the scholarship, an applicant must be a female and a resident of the State of Florida. In addition, she must have a minimum cumulative GPA of 2.4; must be a junior or senior; must be majoring in Business Administration, Economics, one of the social sciences, or Religion; and must have demonstrated financial need.

Brad and Wendy Curl '96 Layland Family Scholarship. This scholarship was established in 2012 by Brad and Wendy Curl Layland of St. Augustine. The Laylands have been involved with Young Life, both in St. Augustine and at the national level, for 30 years. To qualify, the recipient shall be a Youth Ministry minor and involved with Young Life in St. Augustine leading a Young Life Club.

Lawrence Lewis Memorial Scholarship. This scholarship was established in memory of Mr. Lawrence Lewis, Jr., whose vision, leadership, and dedication made possible the establishment of Flagler College. To qualify, a student must meet the following requirements: Junior or senior, resident of Virginia, and a minimum cumulative GPA of 2.5.

Lewis-Wiley Scholarships. Two scholarships are awarded annually to incoming freshmen who have demonstrated exceptional academic achievement, leadership, and moral force of character. The scholarships are based on merit without regard to financial need. In addition to scholastic achievement and aptitude, involvement in extracurricular activities, participation in competitive sports, and evidence of leadership qualities are considered important factors in the selection process. The Lewis-Wiley Scholarship was established by the Flagler Foundation to honor the late Mr. Lawrence Lewis, Jr., and the late Mrs. James L. Wiley. The Lewis and Wiley families provide the major funding for the scholarship, and the College draws from institutional funds, and for Florida residents, the Florida Resident Access Grant (FRAG) so that each Lewis-Wiley Scholar receives full tuition for four years. All applications for admission completed prior to January 31st are automatically considered for this scholarship.

Capt. Henry F. Lloyd Memorial Scholarship (established by family and friends). This scholarship, in memory of Captain Henry F. Lloyd, was established in 1991 by family and friends. Following a distinguished career in the United States Navy, Captain Lloyd returned to his childhood home in St. Augustine and began a new career in college administration at Flagler College. After serving one year as Director of Admissions, Captain Lloyd was named Registrar, a position he held for 20 years. He was loved and respected by faculty and students, and he contributed greatly to the College's development in its formative years. To qualify for this scholarship, a student must be a junior or senior, must have demonstrated financial need, and must have a minimum cumulative GPA of 2.5. In addition, the selection committee will give consideration to the student's character and his/her record of leadership and service on campus.

Capt. Henry F. Lloyd Memorial Scholarship (established by Michael and Marybeth Johnston). This scholarship was established in 2007 in memory of Captain Henry F. Lloyd by two grateful, former students, Michael and Marybeth Johnston. As Director of Admissions and then as Registrar, Captain Lloyd inspired, motivated, and encouraged many students over two decades, including students who entered the College on probation. Among those eligible for this scholarship are entering freshmen and rising sophomores who seek to overcome past academic challenges. Preference may be given to students with demonstrated financial need and to students majoring in Business Administration. To apply, a student should contact the Director of Financial Aid or the Chair of the Business Administration Department.

MacCrory Family Scholarship. This scholarship was established in 2000 by Mr. and Mrs. Thomas MacCrory of Malvern, Pennsylvania to assist needy students. They are parents of a Flagler College graduate. To qualify, a student must be in good

academic and social standing, have demonstrated need, and be a resident of one of the following states: Pennsylvania, Maryland, Delaware, New Jersey, New York, Maine, Massachusetts, Connecticut, Vermont, New Hampshire, or Rhode Island.

Tristan and Alex MacDonald Scholarship in the Clint Foundation Program.

Established in 2009 by Mr. and Mrs. John H. McClintock, Jr., and the Clint Foundation, this scholarship will honor their friends, Tristan and Alex MacDonald. The Clint Foundation was established in the early 1990s to provide financial support to students pursuing higher education. Its unique approach to this support is based on one strongly held premise. The Foundation believes that individuals will benefit more from what they earn with their own efforts. As such, students receiving support from the Foundation must work for a portion of their educational expenses. To qualify, a student must be a rising sophomore, junior, or senior with a minimum cumulative GPA of 2.5 who works part-time. The applicant should also make a moral commitment to help others through mentoring, tutoring, or financial support. Preference will be given to a student with a demonstrated financial need.

Lisa Scott Martin Endowed Scholarship. Lisa Scott Martin, who graduated from Flagler College in 1984, established this scholarship in 2016. The scholarship is available to students majoring in Business Administration. In addition, the recipient must have attended Flagler College for at least one full year and be a sophomore, junior or senior. The recipient must also maintain a minimum GPA of 3.0 and be a fulltime student. Preference will be given to a Business Administration major with an Entrepreneurship focus.

Grover C. and Jessica G. Maxwell Scholarship. This scholarship was established in 2000 by Jessica Guenther (Class of 1983) and her husband, Grover Maxwell of Atlanta, Georgia. To qualify, a student must meet the following requirements: Junior or senior, minimum cumulative GPA of 2.5, major in Elementary Education/ Exceptional Student Education or exceptional student fields, demonstrated intention to work with severely mentally disabled children, and financial need.

Marvin Carl “Buddy” McDaniel Memorial Scholarship. This scholarship was established in 2004 to honor the memory of Marvin Carl “Buddy” McDaniel (Class of 1980), Flagler Theatre Arts student and lifelong thespian. To qualify, a student must be a full-time rising junior or senior in good standing, majoring in Theatre Arts. The recipient shall have the potential for making a contribution to the Theatre Arts and must have a cumulative GPA of 3.0 or better. Preference will be given to students with demonstrated financial need. The recipient may receive the scholarship for a maximum of two academic years.

Travis Miller Endowed Scholarship. This scholarship was established in January 2015 by Miller’s Plumbing and Mechanical, Inc., along with the Miller Family and the Travis Miller Foundation. The scholarship is in memory of Travis Miller, who attended Flagler College-Tallahassee and for the benefit of residents of the Florida Panhandle area, who are pursuing a bachelor’s degree while working in a trade field such as construction. To qualify, a student must be enrolled or an applicant at the College’s Tallahassee campus, be currently employed at time of application, reside in Franklin, Gadsden, Jefferson,

Leon, Liberty, Madison, Taylor, or Wakulla County, and have a minimum cumulative GPA of 3.0. Preference will be given to students with a demonstrative financial need.

Dr. Kathryn Zick '86 Monahan Endowed Scholarship for Education/ESE Majors. This scholarship was established in 2010 by Flagler College alumni Steve '79 and Kathryn Zick '86 Monahan of St. Augustine, Florida, through the Monahan Family Trust. The scholarship honors Kathryn's service to the community as an elementary ESE teacher and adjunct professor at Flagler. To qualify for this scholarship, a student must have demonstrated financial need, a minimum cumulative GPA of 3.0, and must be majoring in Education and specializing in Exceptional Student Education (ESE).

James H. Nance Scholarship - Law Program. This scholarship was established in 2001 by James H. Nance, an attorney practicing in Melbourne, Florida. To qualify, a student must be participating in the Law program, be of good character, and have a minimum cumulative GPA of 2.5.

Warren D. Nottingham Scholarship. This scholarship was established in 2000 by Dr. William L. Proctor, Chancellor of Flagler College, and members of his family, in memory of their great-uncle, Warren Nottingham. To qualify, a student must meet the following requirements: Junior or senior, Business Administration major, good academic and social standing, and demonstrated financial need.

Oestmann Family Scholarship. This scholarship was established in 2000 by Mr. and Mrs. Charles Oestmann. To qualify, a student must be a sophomore, junior, or senior with good character, and must have a cumulative GPA of 3.5.

Officer Ron Parker Memorial Scholarship. This scholarship was established in 2008 by Officer Parker's widow, Ms. Brenda Parker, as well as their family and friends, in memory of Officer Ron Parker. The scholarship is a tribute to continuing the tradition of selfless service to which Officer Parker was deeply committed. Officer Parker was killed in January 1975 while patrolling St. Augustine Beach as a Deputy Marshall. He was 27 years old. The recipient will be a student who is a Florida resident in the Public Administration program with demonstrated financial need. Students in the Law program or Criminology minor may also be considered.

Alice and Neil Pope Memorial Scholarship. This award was established in 2005 by Margo and Alyn Pope, longtime residents of St. Augustine and loyal supporters of Flagler College, in honor of Alyn's parents. Alice was a St. Johns County school teacher for 30 years and active in professional education and community organizations. Neil started and taught a program in small engine mechanics at the Florida School for the Deaf and the Blind and had owned his own automotive repair business prior to teaching at FSDB. Neil's parents were A.W. and Cora Carlton Pope, the first graduates of FSDB. The recipient will be a full-time Deaf Education major in good standing with a minimum cumulative GPA of 3.0 and demonstrated financial need.

Professor Louis R. F. Preysz III Scholarship. This scholarship was established by alumni and friends of Flagler College to honor associate professor, Louis R. F. Preysz III who retired in 2008. He taught for 26 years in the Business Administration Department. Since its inception in 1983, Professor Preysz served as advisor to the Flagler College Chapter of the Society for Advancement of Management (SAM). He was also director of the internship program in the Business Administration Department. Under Professor Preysz's guidance, the SAM teams won eight national management case championships (no other school has won more than three), and the Flagler College SAM Chapter was named "Outstanding SAM Chapter in the Nation" seven times. Professor Preysz was named "Outstanding SAM Advisor in the Nation" six times. Preysz also served as Chaplain of the Flagler College Men's Basketball Team.

Custis N. Proctor Memorial Scholarship for Golf. This scholarship was established in 1997 by the estate of Custis N. Proctor, brother of Dr. William L. Proctor, Chancellor of Flagler College. To qualify, a student must be a member of the Flagler College Golf Team, must be of good character, and must have a minimum cumulative GPA of 2.0. Preference will be given to a student with financial need who is majoring in Business Administration.

Custis N. Proctor Memorial Scholarship for Latin American Studies. This scholarship was established in 1997 by the estate of Custis N. Proctor, brother of Dr. William L. Proctor, Chancellor of Flagler College. To qualify, a student must be a junior or senior majoring in Latin American Studies, must be of good character, must have demonstrated financial need, and must have a minimum cumulative GPA of 2.0.

Samuel M. Proctor Memorial Scholarship. A scholarship in memory of Samuel Matthews Proctor was established in the fall of 1992, following his untimely death at the age of 28. Funds for the memorial scholarship were contributed by family, friends, and classmates. Samuel M. Proctor, the son of Dr. and Mrs. William L. Proctor, was a graduate of the Citadel and the Stetson University School of Law. He was admitted to the Florida Bar in 1989 and began his practice of law as an Assistant State Attorney. After two years in the State Attorney's Office, he entered private practice. The scholarship is awarded each year to a junior or senior who plans to attend law school following graduation from Flagler College. To qualify, the student must have a minimum cumulative GPA of 3.2 and must be accepted into the Law program.

Dr. William L. Proctor / Rotary Club of St. Augustine Scholarship. This scholarship was established in 2002 by the Rotary Club of St. Augustine as a tribute to Dr. William L. Proctor. Dr. Proctor served as President of the College from 1971 to 2001 and currently serves as Chancellor. He has made and continues to make significant contributions to Rotary, the College, and many organizations in the community and across the state. To qualify, a student must meet the following requirements: St. Johns County resident with consideration given to academic record and participation in intercollegiate athletics. Preference will be given to a student with family connections to the Rotary Club.

Prosperity Bank Endowed Scholarship Fund for Business. This scholarship was established in 2000 by Prosperity Bank of St. Augustine. To qualify, a student must be a junior or senior majoring in Business Administration or Accounting and be a resident of one of the following counties: Duval, Flagler, or St. Johns.

Billie F. Pruitt Memorial Scholarship. This scholarship was established in 2008 in memory of the late Billie F. Pruitt. Colonel William H. Pruitt, Billie's husband, and Ms. Dinah F. Pruitt Joyce, their daughter, together with family and friends, initiated this special gift in honor of her service to Flagler College. Mrs. Pruitt was a founding member of the President's Society. She was also active in various community organizations including the Woman's Exchange of St. Augustine, the Rosalie James Circle of the International Order of the King's Daughters and Sons, the Camellia Garden Circle, and former treasurer of Trinity Episcopal Parish. To qualify, a student must be a Deaf Education major, of good character, with a minimum GPA of 3.0, and demonstrated financial need.

Brittany Barbara Rancke Endowed Scholarship. The Brittany Barbara Rancke Endowed Scholarship will be awarded annually to a deserving student identified by the Director of Student Success and Academic Advising. The scholarship recipient must be a full-time student enrolled at Flagler College.

The Margery Renton and Edward J. Cosgrove Endowed Scholarship Fund. This scholarship was established in 2008 through a planned gift provided by Edward J. Cosgrove. Mr. Cosgrove had a distinguished military career as an Air Force bombardier and later served as bank president and chairman of Barnett Bank. His wife, Margery Renton served for a time as personal secretary to author Marjorie Kinnan Rawlings. To qualify, a student must be a junior or senior from St. Johns County, majoring in Business Administration or English, with a demonstrable financial need and shall maintain a 2.5 cumulative grade point average.

The Ringhaver Family Scholarship. Trustee Randal L. Ringhaver, his wife, Paula, and the Ring Power Corporation originally established this scholarship in 2000 in honor of L. C. Ringhaver, who was the founder of the corporation. Mr. L. C. Ringhaver was instrumental in the establishment of Flagler College and served as a member of the Board of Trustees from 1973 to 1976. In 2016, after the passing of his brother, Lance Ringhaver, Randal Ringhaver changed the name of this scholarship to The Ringhaver Family Endowed Scholarship. Lance Ringhaver was a member of the Board of Trustees from 1983 to 1989. To qualify, a student must be a dependent of an employee of Ring Power Corporation. The scholarship covers the full cost of tuition for four years, as long as the student continues to meet the dependency requirement and maintains a minimum cumulative GPA of 2.5. Recipients agree to participate in a paid summer internship program at Ring Power Corporation one summer prior to graduation from Flagler College. For recipients who are Florida residents, the scholarship will be adjusted for the Florida Resident Access Grant. To apply, qualifying students should contact the Ring Power Human Resources Department and request verification of employment.

Elaine Ringhaver Riggle Women's Golf Scholarship. This scholarship was established in 2013 by the estate of Elaine Ringhaver Riggle, mother of Flagler College Trustee Randal Ringhaver, to honor her love of golf and her dedication to higher education. As an avid golfer, she was a dedicated member of the St. Augustine Women's Golf Association and an active member in the Philanthropic Educational Organization (P.E.O). The recipient shall be a member of the Flagler College Women's Golf Team, shall be in good standing at the College, and is expected to maintain a 2.5 grade point average. The scholarship shall cover the full cost of tuition at Flagler College and shall be renewable annually for a maximum of four years or eight semesters.

Robbin's Family Scholarship. Established in 2007 by the Robbins Family. To qualify, a student must be a rising sophomore, junior, or senior with a minimum cumulative GPA of 2.5 and a member of the men's or women's golf team. The recipient must be a resident of St. John's, Putnam, Flagler, or Duval County. Preference will be given to the student with the highest GPA.

Rosalie James Circle, Kings Daughters and Sons Scholarship. Established in 1989 as an annual scholarship, the members of the Florida Branch of the Rosalie James Circle, International Order of King's Daughters and Sons, created a permanent scholarship in 2008. To qualify a student must be a rising junior or senior with a minimum cumulative GPA of 3.0 and majoring in Deaf Education.

Charron-Hager-Roth Endowed Scholarship. This scholarship was established in 2012 by Dorothy Charron and Jon Nawrocki, parents of Jill Nawrocki, '14, and members of the Parents Leadership Council. To qualify, students must be of good character, have a minimum G.P.A of 3.0, and be actively involved in volunteer work. A brief statement of volunteer activity is required for application.

Nancy E. Rutland Scholarship. This scholarship was established in 2000 by Ms. Nancy E. Rutland of St. Petersburg, Florida, a 1980 graduate of Flagler College and a member of the President's Society. Ms. Rutland also serves on the College's Board of Trustees. To qualify, a student must meet the following requirements: Philosophy and Religion major, junior or senior, minimum cumulative GPA of 3.0, and demonstrated interest in Youth Ministry and Young Life.

Jennifer Sadow Memorial Scholarship. This scholarship was established in 1996 through gifts to Flagler College by family, friends, and instructors in memory of Jennifer. Ms. Sadow graduated with a Deaf Education major in April 1996; she was tragically killed by a drunk driver in an automobile crash in May 1996. To qualify for this scholarship, a student must be a junior or senior majoring in Deaf Education, must have a minimum cumulative GPA of 2.8, and must be of good character.

Saints Club Advisory Board Endowed Scholarship. The Saints Club Advisory Board established this scholarship in 2016. To be eligible, the recipient must have and maintain an active status as a member of a Flagler Athletics NCAA sanctioned sport. The recipient's GPA (preference will be given to a student retaining a minimum

GPA of 3.0), community involvement, financial need and athletic merit will also be taken into consideration.

Senior Class Endowed Scholarship. This scholarship was established by the graduating Class of 2009 and their families through the Senior Class Gift. In the spring of 2009, the graduating seniors raised over \$10,000 for their class gift and chose to use the funds to endow a new scholarship. To qualify, a student must be a rising senior with demonstrated financial need.

Hugh Shaw Memorial Scholarship. This scholarship was established through a gift to Flagler College by Mr. and Mrs. McLaurin Shaw as a memorial to their son, Warren Hugh Shaw, a member of the class of 1983. To qualify for the scholarship, a student must have demonstrated financial need, must be a resident of the State of Florida, must have a minimum cumulative GPA of 2.0, and must be a junior or senior majoring in Philosophy and Religion, and have an emphasis in Youth Ministry.

Martha Shinn Endowed Scholarship for Youth Ministry. This scholarship was established to honor Martha Shinn for her many years of service to Flagler College as Director of the Youth Ministry Program. In 1975, Martha and her husband, Walter Shinn moved to St. Augustine to establish the Youth Ministry Program. Martha graduated from Flagler College in 1978, and in 1979, she became Area Director for Young Life. Martha developed a Youth Ministry minor at Flagler College through her teaching, counseling, leadership, and dedication during her 36 years with the College. She has had a positive impact on hundreds of students and a lasting imprint on the Youth Ministry and Young Life programs. To qualify, the recipient must be a full-time student and be involved in the Youth Ministry Program at the time the scholarship is awarded and in effect. Strong preference shall be given to a student who is a volunteer with the Young Life Program at Flagler College or in St. Johns County.

Ruth Shugart Scholarship. This scholarship was established in 2005 by Ms. Ruth Shugart of St. Augustine, to provide opportunities to non-traditional students seeking an undergraduate degree. Non-traditional students may be older, married, or have a child, or are other than the traditional undergraduate student in some way. To qualify, student must be full-time, in good standing, and have demonstrated financial need.

Janet Small Scholarship. This scholarship was established in 2002 through a gift from The Janet Small Charitable Foundation. To qualify for this scholarship, a student must be a junior or senior, must be majoring in English, and have a cumulative GPA of 2.5 or better.

Robert D. and Juanita C. Storey Scholarship for African American Students. In 2016, Robert D. and Juanita C. Storey established this scholarship. Mr. Storey served as board member of the Kresge Foundation and Mrs. Storey was a member of the Radcliffe College Board of Trustees. To qualify, a student must be an African American high school graduate with a minimum GPA of 3.0 and entering as a freshman.

The scholarship is renewable for up to four years, provided the recipient maintain a minimum GPA of 2.5 and is otherwise in good standing, as determined by the College.

SunTrust Bank, Mid-Atlantic Scholarship. This scholarship was established in 1999 by Crestar Bank in Richmond, Virginia. To qualify, a student must be a junior or senior, have a minimum cumulative GPA of 3.0, and be a resident of Maryland, Virginia, or Washington, D.C. Preference will be given to students with demonstrated financial need.

Tallahassee Staff and Faculty Scholarship. This scholarship was established in June 2016 by the faculty and staff of Flagler College-Tallahassee. Through the collaborative effort of faculty, staff, and alumni, the scholarship offers support to a student at the College's Tallahassee campus. To qualify, the recipient shall be a full-time student at Flagler College-Tallahassee, maintain a 3.0 cumulative GPA, and be in good standing with the College. Preference will be given to students with a demonstrated financial need.

Joe and Judi Taylor Endowed Scholarship. This scholarship was established in 2012 by Joe and Judi Taylor, longtime residents of St. Augustine, and in conjunction with the Clint Foundation. Recipients must have completed two semesters, work part-time, maintain a minimum cumulative GPA of 2.5, and be in good standing at the College. Students must make a moral commitment to help others in the future through mentoring, tutoring, and/or providing financial support through the Clint Foundation, Flagler College, etc. Preference will be given to students with demonstrated financial need.

TREES Conservation Scholarship. This scholarship was established in 2002 by Take Responsibility for the Environment Ecological Society (TREES) and Sarah Bailey, a former County Commissioner. Karen Lewis, Founder and President Emeritus, was involved with TREES from 1989 to 2002 at which time it dissolved and the scholarship was established. TREES was a non-profit environmental organization which played an important role in conservation education and activism in St. Johns County and northeast Florida. To qualify, the recipient must be a Florida resident who is enrolled in or has successfully completed a Methods of Science course and/or Environmental Science at Flagler College. Preference will be given to a student with demonstrated commitment to and/or record of volunteer assistance in furthering environmental causes.

Robert B. Tinlin Memorial Scholarship. This scholarship was established in 2007 by the Honorable and Mrs. Charles Tinlin and Mrs. Crystal Beuerlein in memory of their brother (and brother-in-law) Robert B. Tinlin. "Chuck" Tinlin is a graduate of Flagler College (Class of '79) and Mary Tinlin is a staff member. The Tinlins have been loyal supporters of Flagler College. The recipient shall be a junior or senior minority student with a minimum GPA of 3.0 and demonstrated financial need.

Enzo V. Torcoletti Scholarship. This scholarship was established by Mr. and Mrs. John N. Foster, Jr., and Mr. Charles B. Foster in honor of Mr. Enzo V. Torcoletti, art professor, who retired in 2007. The Foster families have been longtime benefactors of Flagler College, and Mrs. Louise Lewis Foster is a Trustee. Professor Torcoletti,

originally from Italy, started his teaching career at Flagler College in 1971. To qualify a student must be a rising sophomore, junior, or senior with a minimum cumulative GPA of 2.5 and financial need. The recipient must be a Fine Arts major or minor.

Norman L. Tully Scholarship. This scholarship was established in 2003 by Norman L. Tully. To qualify, a student must be a rising senior majoring in Deaf Education, be a full-time student with a cumulative GPA of 3.0 or better, have demonstrated an interest in working with students who are deaf or hard-of-hearing, have the potential for making a contribution to the teaching profession in deaf education, be of good character and in good standing, and have demonstrated financial need. Preference will be given to African American or other minority students.

Dr. Bernadette Twardy Sport Management Scholarship. This scholarship was established in 2014 by alumni and friends in honor of Dr. Bernadette Twardy's 30 years of service to Flagler College. Dr. Twardy taught at Flager College from 1984 to 2014 and in the 1990's, launched the Sport Management department. During that time, she served as the department chair and the program has graduated over 500 students. To qualify, an applicant must be a senior in the process of completing their Sport Management Internship, demonstrate financial need, and show involvement in department activities like the Sport Management Club. To apply, a student should contact the Office of Financial Aid.

Unger Family Scholarship for Study Abroad. Established in 2008 by the Unger Family, including Rachel Unger Branch '06, in order to recognize a student's pursuit of excellence by broadening his or her educational and life experiences beyond borders. The Unger Family has had the opportunity to develop "the richness of life" through their personal experiences with a variety of cultures and norms during their many moves, both domestically and internationally. They believe that the world today embraces multilingual, multi-ethnic, and multi-cultural challenges, and our leaders of the future must have an appreciation and style of leadership that can thrive in the global marketplace. To qualify, a student must be participating in and have been accepted to a Faculty Led Study Abroad OR a direct exchange program with one of our partner institutions. A statement of intent explaining why they would like to receive this scholarship must be included in the application as well as a letter of reference from a faculty member.

W. Ashley and Alice Verlander Endowed Basketball Scholarship. This scholarship was established in 2002 by Mr. and Mrs. Verlander because of their interest in Flagler College and its basketball program. To qualify, a student must meet the following requirements: be a member of the men's or women's varsity basketball team, be a junior or senior, be of good character, and have a minimum cumulative GPA of 2.0. Candidates are identified by the respective coaches of the two teams in coordination with the Director of Intercollegiate Athletics.

John and Hon Versaggi Scholarship. This scholarship was established in 1998 by family members in honor of John and Hon Versaggi. To qualify, an applicant must be a citizen of the United States, be a junior or senior, rank in the upper 50%

of his/her class, have demonstrated financial need, and be recommended by his/her academic advisor. Special consideration will be given to a student majoring in Business Administration, Spanish, Sport Management, or Art. Also, consideration will be given to a member of either the men's or women's tennis teams.

Mitchell and Nancy Walk Scholarship. This scholarship was established in 2000 by Mr. and Mrs. Mitchell Walk of Lake Mary, Florida. Mr. Walk is a 1979 graduate of Flagler College. Mr. Walk was appointed to the Alumni Board in 1982 and served many years as President of the Board. Mr. Walk also serves on the College's Board of Trustees. To qualify, a student must meet the following requirements: Demonstrated financial need, a participant in one of the intercollegiate athletic programs, and a minimum cumulative GPA of 3.0.

Evelyne R. Waterhouse Memorial Art Scholarship. This scholarship was established by Mrs. Colleen E. Burns as a memorial to Mrs. Waterhouse. To qualify, a student must be a junior or senior majoring in Art and have a minimum cumulative GPA of 2.5. Preference will be given to a student who majors in Fine Arts.

Watson-Bailey Scholarship. This scholarship was established by Mr. and Mrs. J. Eugene Watson, Jr., of St. Augustine. To qualify for the scholarship, a student must be African American (preferably male), have a minimum high school cumulative GPA of 2.5, have a minimum SAT score of 900 (or equivalent on the ACT), be of good character, and have demonstrated financial need. Preference is given to a freshman, but a community college transfer is acceptable. Also, preference is given to a student who will major in Education.

FNAME Jay P. Weimar Scholarship. This scholarship was established in 2006 by the Florida Newspaper Advertising and Marketing Executives to honor Jay Weimar and his outstanding contributions to the FNAME association. Jay graduated from Flagler College in 1979 with a bachelor's degree in English and Journalism. He was the display advertising director for the Florida Times-Union until his passing in 2005. The scholarship will be awarded to a rising senior, majoring in Media Studies, Strategic Communication (PR), or Journalism and Media Production, with a minimum GPA of 3.0 and demonstrated financial need. Preference will be given to a student with a minor in Journalism or who is on a Journalism track.

Women in Business Endowed Scholarship. In 2016, an anonymous corporate donor established this scholarship. To qualify, the recipient must be a female student majoring in Business Administration. Additionally, the recipient must maintain a minimum GPA of 2.0 and demonstrate good character and leadership.

Wetherell Scholarship in Political Science. This scholarship was established in 2000 by Dr. and Mrs. T. K. Wetherell of Tallahassee, Florida. To qualify, a student must be a junior or senior majoring in Political Science, have a minimum cumulative GPA of 3.0, be of good character, and have demonstrated financial need.

Darwin L. White Scholarship. This scholarship was established in 2003 by Flagler College alumni and friends in honor of Darwin White, a former Coach, Dean of

Students, and Registrar of Flagler College. This scholarship is awarded to the elected president of the Student Government Association in recognition of his or her service to the College and its students.

Brian and Michelle Wilson Scholarship. This scholarship was established in 2000 by Brian and Michelle Wilson of St. Augustine, Florida. Mr. Wilson is a graduate of Flagler College (Class of '82) and is a member of the Board of Trustees. Mrs. Wilson is also a graduate of Flagler (Class of '93) and was a staff member of Flagler College for many years. To qualify, a student must be an entering freshman with a GPA of 3.0, who plans to major in Accounting, Business Administration, or Social Science, and who will be a member of one of the college's intercollegiate athletic teams. Preference will be given to a student who will be involved in Young Life, Intervarsity Christian Fellowship, Catholic College Fellowship, or who is active with a local Christian church.

Jeri Wilson Scholarship for Tennis. This scholarship was established through gifts by her husband, Mr. Jack Wilson, a member of the Board of Trustees, and her son and daughter-in-law, Mr. and Mrs. Brian Wilson. Mr. Wilson is a member of the Board of Trustees. The Wilson families have been long standing supporters of Flagler College, and Mrs. Jeri Wilson has always had an interest in the College's tennis program. The recipient must be a female member of the tennis team designated by the tennis coach.

Women of Vision Scholarship. This scholarship was established in 2015 by the Women of Vision Advisory Board to create educational and leadership opportunities for female students. With a focus on student achievement and "paying it forward," the Women of Vision Endowed Scholarship recognizes exceptional students who are actively involved in community service work or campus activities. To qualify, a student must be a rising junior or senior, must demonstrate financial need, and must be actively involved in campus activities or volunteer work. Preference will be given to students with a minimum GPA of 3.0 and letters of recommendation are encouraged. A brief essay describing campus involvement or community service/engagement and details about career plans are required with the application.

Jeff Young Memorial Scholarship. This scholarship was established in 2002 by Peggy Young of Melrose, Florida, as a memorial to her late son, Jeff. Jeff was a photographer and involved in many areas of Flagler College. To qualify, a student must be a junior or senior in good academic standing, be of good character, majoring in Art or Graphic Design, and have demonstrated financial need. Preference will be given to Florida residents, and students focusing on photography.

Jason Townsend Zawawi Memorial Scholarship. This scholarship was established in 2009 by Jason's mother, Loren Zawawi, and the Zawawi family. Jason was a St. Augustine native who loved the beach and reading. This scholarship is awarded to a student majoring in English. To qualify, a student must be a junior or senior with a minimum cumulative GPA of 3.0 and have demonstrated financial need. Preference is given to residents of St. Johns County, Florida, who have an interest in the writing field.

Notification of Financial Aid Awards and the Student's Account

When the student's application is complete, the Office of Financial Aid will determine the student's eligibility for financial aid and notify students by online means of their awards.

- Students should regularly check their Flagler e-mail for notices and their online personal Financial Aid page for awards and needed forms and documents.
- New freshmen and transfer students will also receive an award notice by mail. Before an award notice is sent, new students (freshman/transfer) must be formally accepted by the Office of Admissions; continuing students must have their grades posted for the previous semester.
- The award notice will direct the student to the "Awards" tab of their online Financial Aid page which will indicate all items of financial aid of which the Office of Financial Aid is aware at the time. If additional aid is received later, this could affect the aid already awarded.
- In some instances an award item will be tentative or pending. This usually means that the Office of Financial Aid is awaiting confirmation from the source of the award, or awaiting some action on the student's part. This situation is particularly true in the cases of awards sponsored by the State of Florida, private source scholarships, and loans. Students should regularly check the "Documents" tab of their online Financial Aid page to see if any additional documentation is required.
- Students who are awarded (offered) a Stafford Loan (Subsidized or Unsubsidized) can Accept or Decline the loan online or reduce the loan amount online on the "Accept Awards" tab of the student's personal Financial Aid page: <https://financialaid.flagler.edu>
- Students who are awarded (offered) a Perkins Loan must contact the Office of Business Services when they arrive on campus to complete the required paperwork and sign a promissory note.
- Parents of dependent students may be eligible for a Federal Parent PLUS Loan. Qualification is based upon the parent's credit rating. Parents with good credit may borrow the full Cost of Attendance less other aid the student receives. If a parent is denied a PLUS, the student's annual loan eligibility increases substantially. Applications are available online at www.studentloans.gov.
- PLUS Loans are not awarded (offered) or indicated on the award letter until an actual application is received at the Office of Financial Aid.
- To confirm the desire to work, the student must indicate this on the FAFSA. Students awarded a campus job will be notified of their specific work assignment when they arrive on campus to begin classes.

- If a student informs the Office of Financial Aid about a private source scholarship, it will be indicated on the student's award letter as a tentative/pending award until confirmation is received from the source of the scholarship.
- Private Source Scholarship funds will be awarded and applied to the student's billing account as follows: one-half for fall semester and one-half for spring semester, unless otherwise specified by the scholarship donor. Scholarships awarded or received after the close of the fall semester will be fully awarded and applied to the spring semester only. Scholarships designated for the summer school session by the donor will be credited in full to summer school charges. Your online "Awards" tab or Financial Aid Award Letter will show the distribution of the scholarship according to this policy but is subject to correction and revision, if needed, to reflect the actual distribution of the funds.
- Except for earnings from a campus job, each item of confirmed financial aid will be credited directly to the student's account in the Office of Business Services. Tentative/ pending awards are not formally credited to a student's account; however, in some cases, the Office of Business Services may allow tentative credit when the student pays the bill. This is particularly true in the case of loans when a student has applied for a loan, but the actual disbursement has not been received.
- If the aggregate total of a student's confirmed financial aid exceeds the Office of Business Services charges, the student can receive a refund for the excess amount. Refunds are not made when the excess balance is created by tentative/pending awards. Students who are eligible for a refund should refer to our website and the Office of Business Services for instructions.

Veterans Benefits

Some armed service veterans and their dependents are eligible to receive educational benefits from the United States Department of Veterans Affairs. The application for VA Education Benefits or survivors' and dependents' Educational Assistance is available online. Individuals seeking Educational Benefits may complete an online application or download a paper application at <http://www.gibill.va.gov>. The original completed application must be submitted to the Department of Veterans Affairs designated Regional Processing Office. A copy of such should be maintained by the student for future references. Subsequent certifications will be processed by the Office of the Registrar on notification from the student of his/her intention to re-enroll. Any questions or comments regarding VA benefits should be directed to the Office of the Registrar at Flagler College, (904) 819-6204, or e-mail VAStudent@flagler.edu.

Students who receive VA benefits and who are placed on academic probation will be required to achieve a 2.0 cumulative GPA during the subsequent grading period. Failure to do so will result in the termination of VA monetary educational benefits. This action will not result in dismissal, if the student has met the requirements for Satisfactory Academic Progress, as stated in the Catalog.

A student intending to use VA benefits should contact the Office of the Registrar and be aware of the following policies:

- It is the student's responsibility to notify the VA Certifying Official that he or she wishes to have enrollment verified for a term as soon as his or her registration for said term has been completed.
- It is the student's responsibility to notify the Office of the Registrar immediately when the student increases or decreases semester credit hours taken, when the student withdraws from a course, or when the student takes a leave of absence. It is also the student's responsibility to inform the Office of the Registrar every semester as to the number of semester credit hours for which he or she enrolls.
- The student is responsible for paying any fee that Flagler College charges which the VA does not pay directly to the college on behalf of the student. Students receive a monthly entitlement based on the number of credit hours they are pursuing each semester. This entitlement may not necessarily cover the cost of tuition and fees. It usually takes six to eight weeks from the time a student's papers are processed by the Office of the Registrar until a check is received.
- Flagler College (St. Augustine campus) may award up to 15 hours of academic credit for military training, education, or experience. The College may additionally award four (4) hours of service credit for documented military service or past service with an honorable, general, or entry-level (uncharacterized) discharge. If awarded, these four (4) hours shall be applied to elective requirements only.
- A student using VA benefits must make satisfactory academic progress. In general, unsatisfactory progress for veterans' benefits is considered attainment of less than a 2.0 grade point average for two consecutive semesters. A student who withdraws from college may have his/her benefits terminated as of the beginning of the semester of withdrawal. If a student is dismissed for academic reasons, benefits will be terminated as of the date of dismissal. A student who has had benefits terminated in this manner must be counseled by the Office of the Registrar before the benefits will be restored. A student who fails to complete all courses attempted in a semester will have his/her benefits adjusted accordingly.

Suspension of Eligibility for Drug-Related Offenses

1. **IN GENERAL** - A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any federal grant, loan, or work assistance during the period beginning on the date of such conviction and ending after the interval specified in the following table:

If convicted of an offense involving:

| | |
|---|--------------------------|
| The possession of a controlled substance: | Ineligibility period is: |
| First offense..... | 1 year |
| Second offense | 2 years |
| Third offense | Indefinite |
| The sale of a controlled substance: | Ineligibility period is: |
| First offense | 2 years |
| Second offense | Indefinite |

- 2. **REHABILITATION** - A student whose eligibility has been suspended under paragraph (1) may resume eligibility before the end of the ineligibility period determined under such paragraph if –
 - (A) the student satisfactorily completes a drug rehabilitation program that -
 - (i) complies with such criteria as the Secretary shall prescribe in regulations for purposes of this paragraph; and
 - (ii) includes two unannounced drug tests; or
 - (B) the conviction is reversed, set aside, or otherwise rendered nugatory.
- 3. **DEFINITIONS** - In this subsection, the term “controlled substance” has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).
- 4. **EFFECTIVE DATE** - The amendment made by paragraph (1), regarding suspension of eligibility for drug-related offenses, shall apply with respect to financial assistance to cover the costs of attendance for periods of enrollment beginning after the date of enactment.

Study Abroad Programs

Students enrolled in study abroad programs that are approved by the College for academic credit may be eligible for Title IV federal financial aid programs and some state financial aid programs. According to federal regulations, a student’s enrollment in an approved study abroad program may be considered enrollment at the student’s home institution for the purpose of applying for assistance under the Title IV programs. For further information, contact the Office of Financial Aid.

Satisfactory Academic Progress

Financial Aid recipients are required to maintain Satisfactory Academic Progress (SAP) to be eligible for financial aid. A student will be eligible for financial aid if he or she meets the CGPA and Minimum Hours Earned SAP requirements established by Flagler College as described in this policy and in the College Catalog under “Academic Information” and “Academic Requirements for Continuation.” The Financial Aid Office will review all students accordingly regarding their financial aid status, the appeals process and possibility for SAP Probationary periods.

Administrative Policy Statement 6.3.3

The purpose of this policy is to prescribe the procedures involved with the academic requirements for satisfactory academic progress and the awarding of federal financial aid.

The Higher Education Act of 1965, as reauthorized in 2008, requires institutions of higher education to establish minimum standards of satisfactory academic progress (SAP) for students receiving federal financial aid. Academic progress is measured by both Qualitative (grade based) and Quantitative (time-related) standards, as described by the federal government. These standards must be met in order for a student to be eligible to participate in federal financial aid programs.

6.3.3.1 Qualitative Standards

Students pursuing a B.A. or B.F.A. degree must meet the following minimal standards in their cumulative grade point average (GPA):

| Semesters Enrolled in College | Cumulative Grade Point Average |
|----------------------------------|-----------------------------------|
| 1st | 1.20 |
| 2nd | 1.50 |
| 3rd | 1.67 |
| 4th | 1.75 |
| 5th | 1.85 |
| 6th | 1.92 |
| 7th | 1.96 |
| 8th | 2.00 |
| 9th | 2.00 |
| 10th | 2.00 |
| 11th | 2.00 |
| 12th | 2.00 |

Only grades earned at Flagler College will be used in the GPA calculation.

6.3.3.1.1 Transfer and Advanced Standing Students

Students who transfer to Flagler from other colleges, or who earned institutionally accepted college credit through AP, AICE, CLEP, or international baccalaureate programs, will be held to the same standards, based on the number of hours transferred. Flagler College's grade-based standards listed above will be applied following the completion of the transfer student's first semester at the College. In these cases, the number of previously enrolled semesters will be determined by dividing the number of transfer hours by 15. For example, a student who transfers 30 semester credit hours to Flagler will be considered to have completed two semesters of college ($30/15 = 2$). Following his or her first semester at Flagler, that student would be held to the standard of a student completing their third semester in college (requiring a 1.67 GPA).

6.3.3.1.2 Part-time Students

Part-time students will be held to the same standards as full-time students, based on the number of credit hours attempted. It should be noted that semesters of part-time enrollment still count toward the maximum time frame permitted to complete a degree program. Fifteen (15) part-time hours are the equivalent of one semester.

6.3.3.1.3 Exceptional CGPA Requirements

There are certain State of Florida grants/scholarships which require a higher CGPA for renewal than the College's SAP minimums. Following are those grants/scholarships in this category with the CGPA required for renewal indicated:

Note: For the Florida Student Assistance Grant and the Florida Resident Access Grant, a one-year grace period is allowed if the CGPA falls below 2.0.

Academic Scholars and the Florida Top Scholars Scholarships, if the required 3.0 CGPA is not attained, these scholarships can be converted to the Florida Medallion Scholarship if the student has at least a CGPA of 2.75.

Requirements for Flagler College grants/scholarships vary widely. Students should contact the Financial Aid Office for CGPA renewal requirements.

6.3.3.2 Quantitative Standards

To qualify as having satisfactory academic progress a student must not exceed the maximum time frame to complete his or her degree. Satisfactory academic progress requirements do not change for students who decide to change majors during their course of study.

6.3.3.2.1 Maximum Semesters of Eligibility

A full-time student is eligible to receive federal need-based financial aid for a maximum of 12 semesters of attendance. Attendance at all post-secondary schools is counted. The Florida Student Assistance Grant (FSAG) and the Florida Resident Access Grant (FRAG) are exceptions. They are available for only nine semesters. Scholarships are normally available for no more than eight semesters.

Please see The Bright Futures Scholarships specific CGPA and Terms of Eligibility information online at: <http://www.floridastudentfinancialaid.org/SSFAD/factsheets/BF.htm>

Additionally, a student is expected to have completed a minimum number of semester hours at the end of each academic year. The following schedule indicates the number of semester hours which must be successfully completed.

| | | | | | |
|--------------------------|----|----|----|----|-----|
| Academic Years Completed | 1 | 2 | 3 | 4 | 5 |
| Minimum Hours Required | 24 | 48 | 72 | 96 | 120 |

If a student fails to accumulate the required number of hours at the end of any academic year, he or she will be given a one calendar year grace period to make up the shortage. Only one grace period is allowed during the five academic year period.

Important: To be eligible for renewal, most grants/scholarships sponsored by the State of Florida require that the student earn the equivalent of 12 hours for each semester the student receives such a grant or scholarship during the preceding year. Hours earned during the succeeding summer school cannot be counted.

A student has the right to appeal the denial of aid under this policy. The Office of Financial Aid should be contacted for procedures.

6.3.3.2.2 Completion Percentage

The federal financial aid maximum time frame for completion of a degree is 150% of the published length of the program. A degree that requires 120 semester credit hours must be completed by the time a student reaches 180 credit hours (120 hours x 150% = 180 hours). Therefore, in order for a student to complete their degree program within the maximum time frame, a student must complete a minimum of 67% of all credit hours attempted. The completion percentage will be calculated as the total number of completed credit hours divided by the total number of attempted credit hours.

Institutionally accepted transfer hours count as completed credit hours and include credit hours earned at other institutions, CLEP, international baccalaureate, AICE, and AP. These transfer hours will not be counted in the GPA calculation to meet the Qualitative standard. In the case of a repeated course, the most recent attempt of a repeated course will count as completed hours if a passing grade is earned. For financial aid purposes, students are allowed only one repeat of a course that was previously passed.

6.3.3.2.2.1 Completed Credit Hours

Completed credit hours are courses for which credit hours are received. Courses in which a student receives a grade of F, I, W, and WF will not be counted as completed credit hours in the calculation of satisfactory academic progress, but will be counted as attempted credit hours. Prior attempts of courses that are repeated will be counted as attempted credit hours for financial aid purposes. Developmental course numbers beginning with a zero, i.e. MAT 010, and audited courses will not be counted in a student's total number of attempted credit hours since credit hours cannot be earned from those courses. Students who meet both the Qualitative and Quantitative criteria established are determined to be maintaining satisfactory academic progress.

6.3.3.3 Financial Aid Warning

At the conclusion of each term, the Financial Aid office will review the academic records of students receiving federal financial aid. Those whose cumulative GPA falls below the Qualitative standard, or, who fail to meet the Quantitative standard by completing at least 67% of their attempted credit hours shall be placed on Financial Aid Warning. The Financial Aid office will notify these students in writing that they have not met the SAP requirements. These students will have the next semester in which to return to acceptable levels of SAP. During that semester these students may continue to receive federal financial aid.

6.3.3.4 Financial Aid Ineligibility

Students who fail to return to the SAP requirements the semester following being placed on Financial Aid Warning will be placed on Financial Aid Ineligibility. Students on Financial Aid Ineligibility are not eligible to receive federal financial aid while enrolled at Flagler College. A written notification from the Financial Aid office will be sent to these students.

6.3.3.5 Appeal Process

Students who have been placed on Financial Aid Ineligibility have the right to appeal for the re-establishment of their federal financial aid eligibility. Students must submit an Academic Progress Appeal form along with their personal statement to the Financial Aid office by the deadline specified in their ineligibility letter. Federal guidelines specify that an appeal must be based upon certain criteria including the death of an immediate family member, illness, a major accident or injury, or other extenuating circumstances. Documentation of the reason for the appeal must be included with the Academic Progress Appeal form.

Student appeals will be evaluated by the Academic Progress Committee, consisting of the Director of Financial Aid, the Assistant/Associate Dean of Academic Affairs and the Director of Advising and Retention. Rulings will be made on student appeals in an expedient fashion each semester following the deadline for appeals. Students will be informed in writing of the outcome of their appeal. Successful appeals will place the student on Financial Aid Probation and will allow the student to have one more semester of federal financial aid. Students on Financial Aid Probation are required to meet with the Director of Academic Advising and Retention in order to prepare an SAP Academic Advising Plan.

6.3.3.5.1 Academic Progress Advising

Students who have had successful appeals are required to meet with the Director of Advising and Retention within the first two weeks of the subsequent semester in order to establish an academic plan to restore the student to the SAP requirements. This form will be signed by the student and by the Director of Advising and Retention, with a copy sent to the Financial Aid office.

At the conclusion of each semester the Academic Progress Committee will meet to evaluate the academic progress of the students on Financial Aid Probation. Students that fail to meet any portion of their academic plan will be ineligible for future federal financial aid.

6.3.3.6 Reinstatement

Students who have completed one academic year without federal financial aid but who now have a GPA that meets the SAP requirements, have a credit hour completion rate of 67% or greater, and who have not exceed 180 total semester hours, may request a review of their academic progress. This request must be in writing to the Financial Aid office. The Financial Aid office will determine whether the student has achieved SAP requirements allowing their federal financial aid eligibility to be restored.

Withdrawals and Refunds

A student who does not enroll or who withdraws from school during a semester or during summer school may be entitled to a total or partial refund of charges paid to the College. When a refund is made, it is likely that the student's financial aid will be affected. Details on refund policies and procedures are included in the "Tuition and Fees" section of this Catalog and also on the College website, www.flagler.edu.

Payment Plan

The College offers a payment option through CASHNet. Enrollment is available at my.flagler.edu, by logging in either as the Student or Authorized Payer button. There is a nominal enrollment fee and no interest is accrued while enrolled in the plan.

Students, parents, or any other responsible billing party listed on the student's account can enroll online and agree to contract requirements with an electronic signature. The monthly bills, reminders, and receipts will be set up so that they are automatically e-mailed and/or messaged to your cell phone. You are required to create an automatic withdrawal for each month's payment either through a checking account or any major credit card. Re-enrollment is required each semester for the 4-month payment plan.

Florida Prepaid College Program

A student who has entitlements under the Florida Prepaid College Program may have his/her entitlements transferred to Flagler College. The student should contact both the Florida Prepaid College Program (800-552-4723) and the Flagler College Office of Business Services (904-819-6230) to make arrangements for this transfer.



Flagler students enjoy an afternoon study session.



STUDENT LIFE

Orientation

The Orientation program, held during each semester, is designed to facilitate the transition to college, to familiarize new students with the organization and operation of the College, and to assist them in finalizing their academic schedule. In addition, the Orientation program is designed to establish academic expectations through a common book reading and working with faculty in academic sessions.

As part of Orientation, the College provides a program on federal laws relative to Title IX, SAVE (Sexual Assault Violence Act), and VAWA (Violence Against Women Act). The program is designed to address issues of sexual misconduct, reporting procedures, and bystander intervention.

Accordingly, freshmen and transfer students are required to participate in Orientation and are expected to attend all related meetings and activities. Throughout Orientation new students are provided an opportunity to meet members of the faculty, administration, and Student Government Association. Several social events are held to assist the students in developing new friendships and establishing Flagler as their home away from home.

Student Government Association

The purpose of the Student Government Association is to represent and further the interests of the student body and the College, and to facilitate communications among administration, faculty, and students. Members of the Student Government Association serve on several committees of the College and present ideas and suggestions from the students' perspective through these committee assignments. The association also distributes part of the Student Activity Fee to clubs and organizations on campus and participates in many community service projects.

The role of students in regard to the decision-making process is advisory and recommendatory. The Student Government Association is the primary organization for the solicitation, formulation, and presentation of student proposals. Additionally, students serve on several College committees, and student opinion is obtained through various surveys, focus groups, and interviews.

Social and Cultural Activities

The College sponsors a variety of programs designed to enhance the academic programs through social, recreational, and cultural activities and events. All students

are encouraged to participate in approved campus activities and organizations to the extent that such involvement does not detract from their academic responsibilities.

Major events are Family Weekend, De-stress Days, Harry Potter Month, and Formals. Students also enjoy concerts, lectures, dances, movies, poolside parties, and beach days. The Ringhaver Student Center provides areas for student interaction outside of the classroom. In addition to spending time in any of the three lounges or grabbing a bite to eat, student activities, intramurals, and the Campus Activity Board offer social, recreational, and cultural events throughout the year. The Commons Building at the FEC-Complex also provides areas for student interaction outside the classroom. Included within the Commons Building is a fitness/wellness area, television lounge, group study rooms, a hospitality room, and a convenience store.

The College promotes interests in the arts through the program of instruction in art and drama. College drama productions and art exhibits in the Crisp-Ellert Art Museum add to the cultural atmosphere of the institution and provide many opportunities for student participation. The Flagler College Auditorium serves as a theatre for College drama productions and is used for fine arts productions, cultural events, lectures, and various student activities.

Because of its traditional interest in art and theatre, St. Augustine provides a rich supplement to the programs presented by students and faculty. Students are encouraged to participate in various community-sponsored activities and to attend plays, lectures, and concerts offered by outside groups and organizations.

Email is the main means of communication on campus; however, other methods are also available. Signs, postings, The Hammock (Orgsync), and video feeds to monitors in various buildings are often used to announce different events, athletic activities, club meetings, social activities, and pertinent academic information and deadlines. The Office of Student Services maintains a master event calendar and all activities sponsored by campus clubs and organizations must be cleared through this office before advertising is allowed.

Student Government Association (SGA): A group of student-elected leaders, SGA is Flagler College's liaison between students and the college, promoting fluid communication and thereby fostering the social and academic development of students. SGA actively represents student opinions, advocates cooperation and understanding in all areas of the college experience, implements improvements necessary to the welfare of students and the college, and encourages effective student organizations.

Campus Activities Board (CAB): CAB plans social, recreational, and cultural events in order to bring students together and foster friendships through fun and stress-relieving activities. Past events have included movie nights on the West Lawn,

pool parties, visits from comedians, and De-Stress Day, which is an event providing pizza, inflatable rides, and numerous other enjoyments to help students relax before finals. CAB is always open to suggestions and welcomes student input.

Flagler College Volunteers (FCV): Provide a community for students who are committed to ongoing service, reflection, and relationship-building. Members may choose from a variety of partner agencies where they commit themselves to an ongoing service opportunity. While days and times of service vary by site, all members benefit from regular reflection and hands-on community involvement.

Clubs

Archaeology Club: Focuses on the preservation and discovery of historic artifacts in the local area and works closely with Florida Public Archaeology Network.

Artists Striving to End Poverty (ASTEP): This club works with the local school district to end artistic poverty and put on different workshops to allow students a creative outlet to their stress and problems as well as find a passion for the arts.

Association of Fundraising Professionals: This association gives students who are interested in nonprofit or higher education industries the chance to promote philanthropy through exciting and challenging career opportunities.

Black Student Association (BSA): This club allows black students on campus a collective community and will also allow club members to spread knowledge on black culture and identity.

CRU: This club exists for the purpose of sharing the gospel of Jesus Christ through our actions, attitudes and way of life, and reaching out to believers through the Biblical model of discipleship. In doing this we adhere to the infallible Word of God and seek to bring the Kingdom of Christ to the Flagler College campus.

Campus to City Wesley Foundation: A club dedicated to inviting students of the Methodist faith a place to worship on campus.

Catholic College Fellowship: To come to a better understanding of the Catholic faith through education and prayer. We are committed to fostering a community of faith encouraging people of all faiths and backgrounds to participate with us in helping those who are less fortunate than us through community service and prayer.

Club Unity: This club provides a safe space for gay, lesbian, bisexual, and transgender students. Club Unity also works to promote issues in an inviting and welcoming environment for all students on campus. Unity acts as a student resource for LGBTQ+ issues and educates the students and staff of Flagler College on the lives of LGBTQ+ students in an effort to create acceptance. This club also performs acts of community service for St. Augustine and raises money for charitable organization.

Deaf Awareness Club: The Deaf Awareness Club seeks to support the Deaf Community both on and off campus and to make the greater community aware of the unique nature of individuals who are deaf and hard of hearing. Members of the club assist students at the Florida School for the Deaf in social, athletic, and cultural events on an ongoing basis. They also provide awareness activities to students at Flagler through their participation in College events as well as specifically designed club events such as Deaf Awareness Day. A primary goal of the club is to maintain a partnership with a small school for the deaf in San Miguel de Allende, MX, Escuela de Educacion Especial de San Miguel de Allende, A.C. This is accomplished through fundraising, distance communication, and service learning trips by our students twice a year. During these week-long trips to San Miguel, students have the opportunity to learn Mexican Sign language, assist in the classrooms, work closely with students and teachers, and to model current educational methodologies. Any student participating in the Deaf Awareness Club is welcome to travel to the school with the club adviser and other students to experience this wonderful learning activity!

Delta Alpha: Delta Alpha's mission is to positively impact the local community through service projects/organizations and fundraising events, as well as promote a sense of brotherhood and comradery in the Flagler family.

Dive Club: Works to keep certified divers active, assist in new diver certification, and to have some environmental outreach to preserve the water and ecosystem quality of the oceans.

Film Club: Film Club's goal is to broaden the spectrum of the average young adult in the rising world of media to better understand the current culture and the change of cultures.

Flagler College - College Democrats: Stimulate interest and promote the principles of the Democratic Party, as well as develop political leadership skills among students.

Flagler College - College Republicans: Stimulate interest and promote the principles of the Republican Party, as well as develop political leadership skills among students.

Gaming Guild: Provide a venue for students to come together to learn, teach, and play various games, including video, board, card, etc.

Glee Club: Continuing the long tradition of collegiate-level choral musicianship, Flagler College's Glee Club provides an exciting environment where musical talents can be nurtured. Our supportive community of like-minded peers encourages students who love singing to join, while encouraging students to express their dancing talents as well.

Green Team: Focuses on encouraging students to live "greener" lives, while actively pursuing a more sustainable and eco-friendly atmosphere on our college and surrounding community.

Ink Slingers: Club for students who are interested in expressing themselves through creative writing.

International Student Club: This club promotes international diversity within the school by organizing various campus events to engage students with different cultures while also helping international students to integrate into American culture. Our hope is to cultivate a more diverse campus and introduce a richer, more comprehensive sense of community.

Intervarsity Christian Fellowship: Establish and advance at colleges and universities, witness communities of students and faculty who follow Jesus as Savior and Lord: growing in love for God, God's Word, God's people of every ethnicity and culture and God's purposes in the world.

Jewish Student Association: Engages and exposes students to Jewish culture and serves as a central community for Jewish students.

Military Veteran's Club: Serves to engage and educate students on the past and ongoing history of the US Military, while hosting military related events on campus.

Muslim Student Association: A club dedicated to informing the student body about the practices of Islam and also represent the Muslim population on campus.

Pagan Student Association: A club dedicated to inviting students who are not of the Abrahamic faith a place to worship on campus as well as inform the student body of what Paganism truly is.

Phi Alpha Omega: A woman's community service organization that focuses on promoting "friendship, loyalty, honesty, and sisterhood." Together, we help our community take part in national causes, while providing an enjoyable atmosphere for social interaction among our sisters. Website: <http://fcphialphaomega.wix.com/phialphaomega>

Philosophy/Religion Symposium: Provides a forum for open discourse of ideas among peers interested in philosophical and/or religious thought. Brings in guest speakers for lectures and dialogue with students, attends conferences and workshops that feature leading scholars in the various fields regarding philosophy/religion, and promotes tolerance and cooperation within the St. Augustine community through active volunteer service and Symposium events.

Photography Club: This club strives to give students of any major the ability to explore their talent through a lens, whether experienced or unexperienced, and help these students learn in a fun, social, and educational environment.

Ponce de Laugh On: To bring the fun of improv and sketch comedy, by showcasing their talent and hilarity, to the Flagler and St. Augustine community.

Social Sciences Club: This club exists to strengthen students' understanding and knowledge of the social sciences, including, anthropology, criminology, psychology, and sociology. This club also mentors students majoring or minoring in the social sciences.

Sound Club: A club dedicated to bringing musical arts to Flagler's campus and the St. Augustine community.

Sustain: A club dedicated to fighting back against the Western food consumption problem and to inform students about how what they eat effects the planet.

Troupe Leon: A club dedicated to bringing forth productions to the Flagler community as well as inviting non theater majors into the theater department.

Sports Clubs

Club Hockey: This club allows students of Flagler College to learn how to play ice hockey. It also allows students to compete in local and national competitions against other colleges. This club is only open to men at Flagler College and works closely with arenas in Jacksonville.

Dance Club: A club dedicated to promoting dance in the local community and showcasing skills at Flagler College Basketball games.

Men's Lacrosse Club: Students are encouraged to take part in physical activities while at Flagler, and Lacrosse Club functions as one of those recreational activities. Its purpose is to attract students who have played or desire to learn lacrosse while also promoting a healthy lifestyle and positive social environment on campus.

Men's Soccer Club: Provides an active outlet for students as well as offering an opportunity to play at the collegiate club level. This club fosters a sense of sportsmanship and enhances athletic skills.

Quidditch Club: Students who enjoy the Harry Potter series have the opportunity to play a sport that is growing nationally among colleges.

Table Tennis Club: The purpose of the table Tennis Club is to establish a fun but competitive environment where students interested in table tennis can share their passion with like-minded peers. We wish to promote table tennis as the Olympic sport that it is, and simultaneously train and educate members so that they gain a fundamental understanding of the game, and hopefully become better players in the long run.

Winter Guard: Promotes interest and entertains within the Flagler College community through the use of performances, and create a sense of teamwork.

Academic Organizations

American Institute of Graphic Arts (AIGA): Gets students involved in the local design community, creating a community of their own, and helping them build leadership skills that will be of value to them in the professional world.

Dow Advantage Public Relations Group: A student-run public relations agency which works with non-profit groups in the St. Augustine area.

ENACTUS— Entrepreneurs In Action: Enactus is an international organization that connects student, academic and business leaders through entrepreneurial-based projects. Enactus students create and implement entrepreneurial projects in their

communities and around the globe. The experience not only transforms lives, it helps students develop the kind of talent and perspective that are essential to leadership in an ever-more complicated and challenging world.

Model United Nations: Model United Nations simulations provide students with a unique opportunity to utilize and expand their knowledge of international affairs outside of the classroom. Participation in simulations demands that students develop a thorough knowledge of not only the politics of the specific nation they are playing, but its relationship with other states, and the role of the United Nations in diplomacy. Simulations familiarize students with how the United Nations actually functions, particularly in the practice of effective verbal and written communication, negotiation, compromise, and mediation. Through Model United Nations, students interested in international affairs have the opportunity to enrich their learning experience and prepare for further graduate study or work in international careers.

Phi Alpha Delta: PAD membership is open to any student in good standing who is interested in pre-law studies. PAD promotes the intellectual and social activities of its members in order to aid in their advancement into the study of law.

Public Relations Student Society of America: The Flagler College PRSSA chapter seeks to advance the public relations profession by teaching future professionals and helping students get involved in leadership programs, competitions and internships. The chapter serves as a networking ground between students and professionals, as well as a way for members to build professional portfolios. As members, students get a hands-on approach to public relations. The Flagler College PRSSA chapter also writes and executes strategic plans for local organizations.

Society for Advancement of Management: Providing an opportunity for student members to increase management skills and expertise through participation in programs and services designed to improve the professional quality of their knowledge, performance and leadership ability.

Society of Professional Journalists: This organization exposes communication students to effective, ethical journalism and provides in-depth training, and a wealth of resources and services to enhance their learning experience.

Student Media Opportunities

FCTV - Flagler College Television (FCTV) is a student-run television production company that produces Flagler College Sports programming as well as programming that is college and community-centered. The FCTV student crew produces programming that airs on WCWJ TV (CW-17) in Jacksonville. FCTV programs include a magazine show entitled Ancient City Stories, programs covering the Flagler College Forum on Government and Public Policy, and numerous nationally recognized guest lecturers.

FCTV also serves as an outlet for original student programming like music videos for local bands and current affairs programming for the St. Augustine community. FCTV live-streams most Flagler College home college sporting events.

The Flagler College Gargoyle - An award-winning, student-run online newspaper, The Gargoyle is for aspiring journalists, communication majors, and other students at Flagler College who are interested in news, sports, opinion, entertainment, photography, and video.

FLARE: The Flagler Review - FLARE is a literary journal published by English Department students at Flagler College. The publication is printed in the spring, along with online editions. FLARE seeks to publish both up-and-coming and established writers in poetry, fiction, and nonfiction, as well as artists.

WFCF - WFCF, 88FIVE FM, is Flagler College's 10,000 watt noncommercial educational FM broadcast facility and has been on the air since 1993. The station's coverage area encompasses St. Johns, Flagler, Putnam, and portions of Volusia counties in northeast Florida, and it is online on iHeartRadio. WFCF reaches approximately 52,000 listeners a week. WFCF offers real-world, experiential learning opportunities for students from all academic backgrounds. The staff is comprised of students and volunteers from the community. Students can participate in a variety of positions at the station including on-air announcer, radio production, programming, promotions, sports broadcasting, station operations, music director, and management.

Honor Societies

Alpha Chi - National College Honor Scholarship Society is a general academic honor society. Its purpose is to promote and recognize character and scholarship.

Alpha Kappa Delta - Alpha Kappa Delta is an international sociology honor society dedicated to the ideal of Athropon Katamanthanein Diakonesein or "to investigate humanity for the purpose of service." AKD is organized to promote excellence in the study of sociology, in the research of social problems, and in other activities that will lead to improvement of the human condition. Junior and senior students majoring or minoring in Sociology with high academic achievement are eligible for membership in Alpha Kappa Delta.

Alpha Phi Sigma - Recognizes academic excellence of students of Criminal Justice. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership, and unity. Alpha Phi Sigma is the only criminal justice honor society certified by the Academy of Criminal Justice Sciences.

Alpha Psi Omega - Alpha Psi Omega is the national theatre arts honor society. It has enjoyed continuous national growth with over 600 casts and is the largest national honor society in America. Colleges and universities of recognized standing, having an established theatre program which supports educational objectives as well as producing plays, are potential candidates for chapters. This society honors those with

a 3.0 cumulative GPA and who have shown dedication to the theatre. The organization acts as a support to the theatre arts department as well as a service organization with fund raising activities for charitable groups.

Kappa Delta Pi - An international honor society in education, Kappa Delta Pi is organized to recognize excellence in education. The honor society is based on high academic achievement, commitment to education as a career, and a professional attitude that assures steady growth in the profession. Kappa Delta Pi elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions.

Omicron Delta Epsilon - An international honor society in economics, Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*, and sponsoring of panels at professional meetings as well as the Irving Fisher and Frank W. Taussig competitions.

Omicron Delta Kappa - The honor society has a threefold purpose: to recognize individuals who have attained a high standard of leadership in collegiate and/or community activities and to encourage them to aspire to higher achievements; to bring together the most representative individuals in all phases of collegiate life and thus to create an organization which will help to mold the sentiment of the institution on questions of local and intercollegiate interest; and to bring together members of the faculty and student body on a basis of mutual interest, understanding, and helpfulness. Members are selected on the basis of their achievement in five major phases of campus life: scholarship, athletics; campus or community services, social, religious activities, and campus government; journalism, speech, and the mass media; and the creative and performing arts.

Phi Alpha Theta - An American honor society for undergraduate and graduate students and professors of history. The society is a charter member of the Association of College Honor Societies and has over 350,000 members, with about 9,500 new members joining each year through 860 local chapters. Students interested in joining the society must complete a minimum of 12 semester hours (4 courses) in history, achieve a minimum GPA of 3.1 in history, and a GPA of 3.0 or better overall. Membership is not limited to History majors. The Alpha Nu Omega chapter at Flagler College was established in 2010. The chapter has served the campus by sponsoring guest lectures, organizing extracurricular events to involve students with the town, and assisting with the history-related conference held at the College.

Phi Omicron - Flagler's chapter of Lambda Pi Eta is the undergraduate National Communication Honor Society of the National Communication Association (NCA). Lambda Pi Eta honors outstanding student scholars in communication.

Pi Sigma Alpha - A national honor society in political science, a major goal of Pi Sigma Alpha is “to stimulate scholarship and intelligent interest in political science.” The society functions at the national level, sponsoring programs and events of value to the profession and teaching of political science, and at the chapter level. The Flagler Chapter of Pi Sigma Alpha seeks to foster an understanding and appreciation of political science and the many fields in which it plays a role. To that end, Flagler’s Chapter seeks to promote academic excellence in the field of political science and offer students at Flagler a view of the many career choices a Political Science major has to offer both academic and non-academic. This will include, but is not limited to, assisting students in researching graduate schools programs, inviting guest speakers in the fields of political science and political theory to Flagler, assisting students in submitting papers for publication in the Pi Sigma Alpha magazine or other undergraduate publications, on campus Help Nights during mid-terms and finals, etc. These events will help increase interest in the Political Science major at Flagler and help current majors make contacts and develop potential career paths.

Psi Chi - A national honor society in psychology, Psi Chi is dedicated to encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The goals of Psi Chi are: to provide academic recognition to its inductees by the mere fact of membership and to nurture the spark of that accomplishment by offering a climate congenial to its creative development. Minimum qualifications for active student membership include a completion of at least three semesters of college credit; completion of nine semester hours of Psychology; declared Psychology major or minor; rank in the upper 35% of their class; high standards of personal behavior; and two-thirds affirmative votes of those present at regular meetings of the chapter.

Sigma Beta Delta - An international honor society to recognize scholarship and achievement in business. Accounting, Business Administration, and Finance majors who are juniors and seniors and who rank in the top 10% of their class, and who are invited by the faculty, are eligible for membership.

Sigma Tau Delta - The purpose of this honor society is to confer distinction for high achievement in the English language and literature, to provide cultural stimulation on campus, and to promote interest in language and literature in the community.

Intercollegiate Athletics

The Flagler College Department of Athletics, a member of the NCAA Division II and the Peach Belt Conference, offers fifteen (15) varsity sports for both men and women. After many years in the National Association of Intercollegiate Athletics (NAIA), the Department of Athletics moved to NCAA Division II in 2006. All rules, regulations, and standards of the NCAA DII will be followed by the College. Student-athletes may have classes on MWF until 2:50 p.m. and TR until 3:15 p.m.

The men’s athletics programs consist of baseball, basketball, cross country, golf, indoor track and field, soccer, and tennis. The women’s athletics programs include basketball, cross country, golf, indoor track and field, soccer, softball, tennis, and volleyball.

Since moving to the Peach Belt Conference, the Flagler Saints have won six consecutive Institution of the Year awards in 2011, 2012, 2013, 2014, and 2015. The Flagler volleyball, men's soccer, women's cross country, and men's and women's golf teams have all won conference championships. The Flagler volleyball, men's soccer, softball, men's and women's golf, men's indoor track & field (individual), men's and women's tennis, and men's and women's cross country teams have all competed in NCAA tournaments.

In addition, the Saints have earned a total of twenty-four (24) PBC Sportsmanship awards in the sports of baseball, men's and women's basketball, men's and women's golf, softball, cross country, and volleyball. The Peach Belt Conference team sportsmanship award goes to the team that best exemplifies the spirit of sportsmanship and generally conducts themselves with a high degree of integrity, character, and class.

In 2013, Jud Damon, Director of Athletics at Flagler College, was selected as the NCAA Bob Frederick Sportsmanship Award recipient. The Bob Frederick Award is given to one coach or administrator each year across the entire NCAA membership who possesses a demonstrated history of sportsmanship. The award was named for former University of Kansas Athletic Director Bob Frederick.

Athletics facilities on campus include the Flagler Gymnasium and the Flagler Tennis Center. Located two miles from campus, the Flagler College Athletics Complex is a 19-acre complex comprised of a state of the art athletics locker-room facility. In addition, the facility includes a 650-seat stadium for baseball (Drysdale Field), 500-seat stadium for softball (Flagler Field), and a 600-seat soccer seating venue (Saints Field).

Cheerleaders - Students are selected on the basis of skill, proficiency, and enthusiasm. Members represent the College primarily at home basketball games, college functions, and community events. Cheerleaders are under the supervision of the Department of Athletics.

Intramurals - Intramural sports are an important part of the recreational activities on campus, and their success depends mainly upon student interest and participation. The aims of the intramural sports program are to develop physical fitness, good sportsmanship, self-reliance, and an appreciation for teamwork. All students are encouraged to take part in some aspect of the intramural sports program, which includes tennis, softball, basketball, volleyball, touch football, swimming, soccer, table tennis, pool, miniature golf, and bowling. The intramural program is under the direction of the Department of Student Services.

Career Development Center

The Career Development Center, located on the second floor of the Anderson Cottage, assists students and alumni in understanding the career planning process, diving deep into career and major exploration beyond a one-time instance. Our staff engages in holistic discussions on the individual's time spent at Flagler College, brainstorming and identifying opportunities to develop as a student and community member. These include campus clubs and organizations, research and faculty partnerships, and internship placements, culminating in employment opportunities and graduate school admissions.

Each student is offered individualized support in defining and attaining career objectives. From individual counseling sessions and walk-in availability to group workshops and employer presentations, the Career Development Center is dedicated to helping students plan for the future as well as providing the knowledge and tools necessary to put those plans into action.

Services include exploration of careers, graduate schools/programs, career goals, and information concerning career fields, employment opportunities, interviewing, resumes, internships, networking, and job search strategies. In addition, students can pick up free informative handouts and publications from leading associations and companies; review current employment opportunities; access computerized career guidance programs; research salary and employer information; and meet with advisors for one-on-one assistance in any of these areas.

The Career Development Center designates more than a simple transactional relationship with students and alumni, but a comprehensive approach to the individual's professional development during their time on campus and as a contributing member to the community. Our Four-Year Plan helps students explore and prepare their career planning during the first two years and later encourages action and transition as they ready for graduation.

Four-Year Plan

The four-year plan is a systematic career-planning program that ensures students receive comprehensive career guidance.

1st year: Explore

- Meet with the Career Development Center to explore career possibilities and majors, and to learn about resources offered.
- Begin to develop relationships with faculty, advisors, and key administrators.
- Complete career assessments to assist in identifying your strengths, weaknesses, skills, values, and interests.
- Join a student club or organization.
- Talk to upperclassmen who majored in what you plan to major in.
- Find summer employment related to your career interests.
- Take an elective in a major you are considering.

2nd year: Prepare

- Research and apply for internships, summer jobs, and volunteer positions related to your career field.
- Explore companies and shadow professionals in your field of interest.
- Begin working on a resume with the Career Development Center.
- Meet with faculty members and advisor to brainstorm career paths.
- Consider whether additional education will be needed for your chosen career path.
- Research specific careers and required qualifications.

- Solidify your major and begin signing up for electives that will assist you in your career path and personal development.
- Begin building a professional wardrobe.

3rd year: Action

- Complete an internship.
- Practice interview skills by scheduling a mock interview with a Career Development staff member.
- Join student chapters affiliated with the professional associations in your field.
- Begin building a portfolio for your career path.
- Bring your resume to the Career Development Center for review.
- Determine if there are other “resume builders” for your field, aside from internships.
- Improve your desired skills – public speaking, organization, problem solving, writing.
- Explore graduate school programs.
- Schedule informational interviews with prospective career contacts.
- Apply for leadership positions on and off campus.
- Register and prepare for graduate school admissions tests such as the GRE, LSAT, MCAT, or GMAT.

4th year: Transition

- Plan to apply and interview for jobs/graduate schools 4-6 months before you graduate.
- Complete a second internship to make your resume stand out.
- Plan a strategic job search/finalize your resume and cover letter with the Career Development Center.
- Network! Let all of your contacts know that you are looking for entry-level employment.
- Compile a list of references; obtain their permission and collect contact information.
- For graduate school, complete your personal statement and mail your applications.
- Formulate a “Plan B” in case you need to make last minute career adjustments.
- Begin branding and marketing yourself as a professional.

Every Year:

- Set career goals and steps to accomplish those goals.
- Keep track of your accomplishments to use on your resume.
- Attend Career Development Center sponsored events, workshops, etiquette dinners, and fairs to meet job recruiters.
- Get in the habit of seeking out opportunities early. Many internships, summer career immersion programs, and job postings have application dates well in advance of start dates.
- Cultivate a career network. Keep in touch with former supervisors, faculty and individuals you meet through family, friends, clubs, and classes.

Community Service: The College strongly encourages student involvement in the St. Augustine community. Flagler College Volunteers (FCV) Provide a community

for students who are committed to ongoing service, reflection, and relationship-building. Members may choose from a variety of partner agencies where they commit themselves to an ongoing service opportunity. Some of these agencies include SAFE, Saint Augustine Center for Living, Home Again Saint Johns, and the Boys and Girls Club. While days and times of service vary by site, all members benefit from regular reflection and hands-on community involvement. In addition to FCV all athletic teams, clubs, and organizations are required to perform community service. Individuals interested in becoming involved should contact the Director of Student Activities in the Office of Student Services in the Ringhaver Student Center.

Services for Students with Disabilities

See page 50.

Medical Care - Health Services

The College maintains a health center, centrally located next to the College post office, and it is available to full-time boarding and non-boarding students. The health center is staffed by a licensed nurse practitioner and a registered nurse from 7 a.m. to 3 p.m., Monday through Friday, and is under the supervision of the college physician who sees students first come first serve from 7 a.m. to 8 a.m., Monday through Friday. There is a nurse practitioner who provides women's health by appointment.

Flagler College follows the Florida Department of Health and Rehabilitative Services requirements for measles and rubella vaccinations. All students born after 1956 are required to present documented proof of two (2) measles immunizations. Also, students, regardless of age, shall present documented proof of two (2) immunizations against rubella. All students must be vaccinated against meningococcal meningitis and hepatitis B or sign a waiver declining the vaccines.

In case of a serious illness or accident, which requires specialized care, students must seek care from outside sources. In most cases, parents will be notified by the Vice President of Student Services. Students preferring to consult a physician outside of Flagler College may do so at their own expense.

Counseling Services

The College offers counseling services to help students deal with personal concerns and problems that interfere with their emotional well-being and/or academic progress. The Counseling Center provides individual and group counseling, crisis intervention, consultation, and referral services. All services are confidential to the extent allowed by law and are not part of the student's educational records. Services received at the Counseling Center are free of charge to all currently enrolled students.

There are many reasons students seek professional counseling. Often, they want to feel more satisfied with their lives, be more effective in dealing with challenges, increase their self-awareness, improve their self-esteem or enhance interpersonal skills. Counseling can also help with problems related to: adjustment to college life;

relationships; roommate conflicts; family issues; grief; time management; anxiety; eating disorders; alcohol and other substance use; stress; depression; trauma; anger; social isolation; sexual identity; study skills; and test anxiety.

The Counseling Center is located in Tinlin Cottage at 65 Valencia Street, next door to the tennis courts. Students must schedule an appointment in-person during business hours, Monday-Friday, 8-12 and 1-5. You may also contact the counseling center by calling (904) 819-6305 or by e-mailing counseling @flagler.edu. Additional information can be obtained at www.flagler.edu/counseling.

Campus Assessment, Response, and Evaluation (CARE) Team

The Campus Assessment, Response and Evaluation (CARE) Team exists as a proactive, multi-disciplinary program in support of the safety, health, and well-being of all students, faculty, and staff. Its goal is to provide a structured positive method for addressing student behaviors that may adversely impact the college community, the mission of the College, and may involve mental health and/or safety issues. The CARE Team consists of a group of qualified college professionals who are likely to become involved with and/or receive information pertaining to a student of concern.

The CARE Team provides a means by which members of the college community may report concerns related to the above. The CARE Team may then assess the risk associated with these concerns and, in cooperation with other appropriate college offices or officials, formulate an appropriate response when an individual's behavior and/or statements generate concern that he/she may present a threat to the well-being, health, or safety of self or others.

Concerns may be reported to the CARE Team by any student, parent, faculty, staff member of the College, and by others not directly associated with the College. The most common method of reporting is done via the college website options; including: www.flagler.edu/CARE and the CARE Team "Quick Link" on the MyFlagler Portal site. A report may also be made by calling the CARE line at (904) 819-6308.

The types of concerns that should be reported include, but are not limited to: behaviors or threats (direct or implied) that may entail risk of harm to self or others; erratic or disruptive behavior (including online activities); belief that a student's emotional well-being is deteriorating or at significant risk; and substance abuse resulting in the need for medical intervention. Any person who believes that a member of the college community or a visitor is going to commit an act of violence, is engaging in behavior or making statements that indicate the high likelihood of violent behavior, or otherwise may pose an imminent threat to the health or safety of self or any member of the college community or its visitors, should immediately call the St. Augustine Police Department by dialing 911, and the Office of Safety and Security at (904) 810-6200.

After a CARE submission is reviewed, the response will vary depending on the type of concern reported. This may range from an e-mail and/or phone contact offering assistance for a student representing a lower level of risk, to an immediate/mandatory appointment with a student representing potentially high risk. Students judged to be

potentially at risk will be instructed to undergo an assessment at the Counseling Center. Following the initial meeting, students may request to be assessed by an outside agency with findings provided back to the CARE Team.

After the assessment, the CARE Team will make a determination that takes into consideration the student's best interest, as well as the best interest of the college community. Possible outcomes include, but are not limited to: appropriate treatment; referral to an additional campus resource; accommodations, reduction in access to courses and/or facilities; and withdrawal from the College.

In determining an appropriate outcome, the College will consider whether there is a reasonable way to accommodate the student to decrease the safety risk to the student or others and/or to ensure compliance with college policies. Moreover, any decision to withdraw a student from the College will be made in consultation with a professional qualified to interpret the evidence. The decision rendered by the team will be made in a nondiscriminatory manner based on the observation of a student's conduct, actions, and statements and will not be based on a slightly increased, speculative, or remote risk of substantial harm to oneself or others. Students who fail to comply with an assessment requirement may be referred to the Vice President of Student Services for action.

Retaliating against a person who has made a report to the CARE Team in good faith or has participated in an investigation is prohibited. Retaliation includes, but is not limited to: ostracizing the person; pressuring the person to drop the report or not participate in an investigation; or taking other adverse action against the person. An individual who engages in retaliation under this policy will be subject to discipline in accordance with the College's personnel, faculty, or student life policies, as applicable.

Additional information about the Campus Assessment, Response and Evaluation (CARE) Team, reasons to make a referral, and the link to report a concern about a student may be found at www.flagler.edu/CARE.

Residence Halls

The College has six residence halls for incoming students, freshman and transfers, located within the main hub of campus. Ponce de Leon Hall, the central building on campus, houses approximately 461 women, with freshman female students housed on the first three floors and transfer females housed on the fourth floor. The incoming men's residence halls are Lewis House, housing approximately 180 men and Cedar Hall, with a capacity of 104 men for freshman and transfer male students. The college has opened Abare Hall, a new residence hall adjacent to the FEC towers, which will house 148 returning upperclass men and women.

The FEC Complex, comprised of the three FEC Towers and Abare Hall, houses returning male and female students. The FEC towers are double rooms with a private bath. There are a few singles available in each tower. Abare Hall provides individuals with a private bedroom, common living area, and a shared bathroom. Connecting the FEC

Towers and Abare Hall is the Commons Building, which has recreational lounge areas, fitness and wellness facilities, and a convenience store.

All residence halls are card access security controlled and located within easy walking distance of other campus facilities including classrooms, faculty and administrative offices, the Library and the Dining Hall, Student Center, and recreational facilities.

All new freshmen must live in College housing except those whose homes are within commuting distance of the College or who are over 20 years of age. The residence hall program is under the supervision of the Vice President of Student Services and his staff and is designed to further the academic and social objectives of the College. Most rooms are arranged for two or three students; however, there are suites which may accommodate three or more students. All rooms are furnished with beds, dressers, desks, and chairs. Linens, bedding, and pillows must be provided by the student. Each room also contains a microfridge for shared usage.

Food Service

Meals are served to students, faculty, and guests in the College Dining Room, an attractive, high-domed structure with frescoed ceilings. Well-balanced meals with a variety of selections are served cafeteria style; the food service is catered by ARAMARK.

All boarding students are required to be on a meal plan for each semester they reside on campus. All incoming new boarding students must purchase the full meal plan for the entire first academic year. Returning boarding students must choose one of the meal plan options for the entire year. Non-boarding or commuter students may purchase any of the meal plan options available.

Automobiles/Motorcycles

Students are permitted to have automobiles or motorcycles. The College reserves the right to deny this privilege at any time for academic or disciplinary reasons. In order to park in any college controlled parking areas, a student must purchase a Flagler College parking permit. Parking spaces are very limited and may be restricted for certain buildings.

Transportation

St. Augustine is served by Greyhound Bus service with departures scheduled throughout the day at various times. Jacksonville, 45 miles to the north, and Daytona, 50 miles to the south, are served by major airlines connecting to all parts of the country.

Banking

The College does not provide on-campus banking facilities for students. Commercial banks are available within a short distance from the campus.

Laundry

There are free laundry facilities on campus for boarding students.



The Bistro is in the Ringhaver Student Center, centrally located between the three residence halls and down the street from the Proctor Library.

Ringhaver Student Center

The Ringhaver Student Center is centrally located between the three residence halls, opposite Ponce De Leon Hall, and down the street from the Proctor Library. The Ringhaver Student Center includes three lounges: one recreational lounge which contains pool tables, ping pong tables, and a foosball table; a television viewing lounge; and one lounge designed for quiet conversation and reflection time. The Center includes a food court, the College Bookstore, classrooms, and a large multipurpose room. In addition, the Ringhaver Student Center houses the Office of Student Services, the Office of Student Success and Advising, the Director of Intramurals, the Student Government Association, and the Campus Activity Board office.

The Commons

The Commons, at the FEC Complex, includes a lounge with fireplace, hospitality suite, fitness and wellness room, study lounges and offices for residence life and student activities. In addition, the Commons has a convenience store with grab and go food, supplies and toiletries.

Bookstore

The Flagler College Bookstore, www.flaglercollegebookstore.com, provides a complete selection of required textbooks, supplies, and apparel. The bookstore, conveniently

located on the first floor of the Ringhaver Student Center, takes pride in having 75% of textbook stock available at used prices, saving students at least 25% off new prices.

The Flagler College Bookstore accepts cash, personal checks, Bookstore gift cards, and ALL major credit cards. Students awaiting financial aid refunds are able to get their books through the Bookstore's payment deferral program. The bookstore also works with Vocational Rehabilitation and Veterans Affairs. For more information, and to use the cost comparison guide, visit our web site, www.flaglercollegebookstore.com.

Students have the option to rent their textbooks directly through the Bookstore. The Flagler College Bookstore offers exchanges and/or refunds on all books returned within the drop-add period of each semester with the original receipt and in its original condition.

The Bookstore offers book buy-back year round. The official buy-back at the end of each semester takes place during finals week and is the best time to sell books. A receipt is not necessary during buy-back. Additionally, books can be sold that have been purchased elsewhere.

Flagler's Legacy

Located inside the Rotunda of Ponce Hall and at 59 St. George Street, Flagler's Legacy provides a complete section of Flagler College apparel and souvenirs as well as providing historic tours of the former Hotel Ponce de Leon. Created in 2000 as an Enactus student project, Flagler's Legacy is owned and operated by Flagler College and employs around 16 students every semester. Open daily or online at <http://legacy.flagler.edu>. (904) 823-3378.

Religious Life

Houses of worship, representing many different faiths, can be found within walking distance of the campus.

College Regulations

Regulations governing student conduct are published in the Student Handbook, which can be found on line at www.flagler.edu/_documents/departments/student-services/student-handbook. Such regulations are prescribed to ensure the safety and well-being of all students and to promote the academic and social purposes of the College. Attendance at Flagler College is a privilege granted solely by the College and may be forfeited by any student whose conduct violates prescribed standards. Students who choose to enroll at Flagler College agree to comply with the rules, policies, procedures, and administrative regulations, as they exist at the time of a student's initial enrollment. Students must also comply with any changes, additions, or modifications that occur during their enrollment.

General Conduct Regulations

The College reserves the right to require at any time the withdrawal of any student whose presence or conduct is deemed to be contrary to the best interest of the institution. Students are expected to accept responsibility for exhibiting appropriate conduct both

on and off campus and are required to acquaint themselves with the College policies and regulations as stated in the Catalog and the Student Handbook.

Notice of Nondiscrimination

As a recipient of Federal funds, Flagler College is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. §1681 et seq. (“Title IX”), which prohibits discrimination on the basis of sex in educational programs or activities. Sexual Misconduct (as defined by the Flagler College Student Sexual Misconduct Policy and Procedures, available at [www.flagler.edu/\[studentsexualmisconductpolicy\]](http://www.flagler.edu/[studentsexualmisconductpolicy])) is a form of sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to Flagler College’s Title IX Coordinator or to the U.S. Department of Education’s Office of Civil Rights. Flagler College’s Title IX Coordinator is Dr. William L. Proctor, whose office is on the third floor of Proctor Library. Dr. Proctor may be contacted by phone at 904-819-6210 or by email at proctor@flagler.edu.

Alcoholic Beverages

The use or possession of alcoholic beverages and alcoholic paraphernalia on the campus by students or their guests is prohibited and will result in disciplinary action by the College. Students are expected to comply with municipal and state laws pertaining to the possession and use of alcoholic beverages off campus. Incidents of misconduct involving the use or consumption of alcoholic beverages are subject to College disciplinary action.

Drugs

Flagler College complies with the Drug Free Schools and Communities Amendments of 1989 in making students and employees aware of the laws pertaining to the use of alcohol and other drugs and by actively discouraging the violation of these laws.

The College’s student conduct regulations prohibit the unlawful possession, use, or distribution of alcohol and other drugs by students and student organizations. The College responds to the issue of substance abuse in three ways: education of the college community about alcohol and drug use and its consequences; confidential counseling for those with personal problems related to alcohol/drug abuse and illegal substance abuse/use; and disciplinary actions. The use, consumption, possession, sale manufacture, trafficking or transfer of any illegal drug or controlled substance, as defined by Florida state and Federal law, for which the individual does not have a legal license or valid prescription is strictly prohibited. Use, display, and/or possession of drug paraphernalia are prohibited. This includes, but is not limited to, bongs, pipes, hookahs, water pipes, or any other item modified or adapted for planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the human body. Violations of this policy are handled on a case by case basis through the Dean of Students/Chief Judicial Affairs office.

For second or subsequent offenses involving the violation of college policy regarding the unlawful use of alcohol/ drugs, progressively more severe penalties shall be imposed with the likelihood of a minimum one semester suspension.

Smoking

In compliance with the Florida Clean Air Act, Flagler College prohibits smoking inside any campus building, in the breezeways during specific hours, and within fifty feet of the west entrance to Kenan Hall, by employees, students, or visitors. This ban includes, but is not limited to, the dining room, snack bar, student lounge, classrooms, corridors, residence halls, restrooms, stairways, entryways, laboratories, workshops, library, and conference rooms.

Inter-Hall Visitation

Inter-hall visitation is allowed during specified hours and on specific floors within specific residence halls. All guests must be registered in the lobby and provide an official identification (College ID, Driver's License, Military ID, Passport) which will be kept until the visitor leaves. Residents must escort the guest at all times and can only proceed to the resident's room. Residents' cell phone number or contact information must be on file in the lobby. Roommate agreements are necessary before any guests are allowed to visit the room. All guests must be an enrolled Flagler College student or over the age of eighteen (18). Residents may have only two registered guests per visit. Students who violate these regulations are subject to disciplinary action by the Student Judiciary Council or the Dean of Student Services. In the event of a violation of this regulation all parties involved, occupants and visitors, are held responsible. Family members may visit at all times, so long as they are escorted by the resident.

Exclusion dates may be established by the College.

Disorderly Conduct - From the time that a student applies to the College until the time at which the student's enrollment is officially terminated, the College reserves the right to take cognizance of any conduct on the part of the student that may disqualify him or her from initial enrollment or from continuing enrollment for successive semesters.

Once enrolled, students are not only accountable for their conduct on campus during the academic semester, but also for their conduct off campus, during vacations, and between semesters. Accordingly, the violation of any law, statute, or ordinance, the violation of any College rules or other conduct that reflect discredit upon the institution is subject to review and appropriate disciplinary action, regardless of whether the violation or misconduct occurs off campus during vacations or between semesters.

Disorderly conduct is any action or disruptive behavior, committed on or off campus that may result in a breach of the peace, disturbance, or adversely affects the College community. Such conduct is a violation of the College regulations and constitutes an interference with the standards and purpose of the College. Disorderly conduct includes, but is not limited to, the following: violation of any law, statute, or ordinance; failure to comply with written

or oral instructions given by the College staff and faculty in the performance of their official duties; and indecent or obscene conduct or expression. Any violation of this regulation will subject the student to suspension or dismissal from the College.

Safety and Security

The Office of Safety and Security works to ensure the College community's safety and to offer assistance in the case of any emergency. The Office of Safety and Security works in tandem with the St. Augustine Police Department to maintain the security of Flagler College's students, faculty and staff, as well as visitors to the campus. The office is also responsible for enforcing legal statutes and college regulations and restrictions on campus and for protecting college property and equipment.

The main Security office is located at 170 Malaga Street, and is open 24/7. A satellite Security office is located in the Rotunda of Ponce de Leon Hall, and is open from 8:30 AM to 5:00 PM Monday through Friday. Security officers are on duty 24 hours a day, seven days a week. Security may be contacted by calling (904) 819-6200.

Emergency Information

In the event of a critical incident affecting the College campus or serious weather emergency threatening the area, the College will begin posting advisories and other important information through the following channels:

- Campus e-mail (for students, faculty and staff)
- Main College Phone Line - (904) 829-6481
- 88.5 FM (Flagler College Radio)
- LiveSafe downloadable phone application - text messaging
- Flagler's Emergency Web Site: <http://emergency.flagler.edu/>



The College seeks to attract and retain a professionally competent faculty, dedicated to the art of teaching and advising, committed to high standards of performance, and concerned for the welfare of the College and its students.



ACADEMIC INFORMATION

The academic program is designed to provide a well-rounded education in the liberal arts tradition. To avoid narrow specialization, subjects from a range of fields of human interest are made available. To avoid superficial knowledge of various fields with depth in none, students select a major area of concentration to which they devote special study according to programs approved by the respective academic areas.

The College offers majors and minors in the following departments:

| Department | Programs | Major/Minor |
|-------------------------|---|---|
| Art & Design | BFA Degree in Fine Arts Fine Arts Graphic Design Advertising Art History Illustration Film Studies Arts Administration | Major Major or Minor Major or Minor Minor Major or Minor Minor Minor Minor |
| Business Administration | Accounting Business Administration Economics Finance Honorable Entrepreneurship Marketing | Major or Minor Major or Minor Major or Minor Major or Minor Minor Minor |
| Communication | Media Studies Strategic Communications (Public Relations) Journalism and Media Production Communication and Media Film Studies | Major or Minor Major Major or Minor Minor Minor |
| Education | Art Education (K-12) Elementary Education Elementary Education, Education of the Deaf and Hard of Hearing Elementary Education, Exceptional Student Education Secondary Education, (English) Secondary Education, (Mathematics) Secondary Education, (Social Science) | Major Major Major Major Major Major Major |

| Department | Programs | Major/Minor |
|-------------------|---|---|
| English | English Creative Writing Film Studies Women's Studies | Major or Minor Minor Minor Minor |
| Humanities | History Liberal Arts Philosophy Religion Spanish Latin American Studies Philosophy/Religion Law Public History Youth Ministries | Major or Minor Major Minor Minor Major or Minor Minor Major Minor Major or Minor Minor |
| Math & Technology | Mathematics Management Information Systems | Minor Minor |
| Natural Sciences | Biology Coastal Environmental Science Environmental Science | Minor Major Minor |
| Social Sciences | Anthropology Criminology International Studies Political Science Psychology Sociology Women's Studies | Minor Major or Minor Major or Minor Major or Minor Major or Minor Major or Minor Minor |
| Sport Management | Hospitality and Tourism Management Sport Management | Major Major |
| Theatre Arts | Arts Administration Theatre Arts | Minor Major or Minor |
| Education | Master of Arts program in Education, Deaf and Hard of Hearing Teaching ASL in Public School Teaching Students with Severe and Profound Disabilities | Graduate Graduate Endorsement Graduate Endorsement |

The College offers four degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Master of Arts.

The College reserves the right to change or withdraw courses and to revise requirements for graduation whenever the responsible officials decide that such action is advisable. Insofar as possible, students will be permitted to graduate under the provisions in effect at the time of admission. A student may, with the approval of the Office of Academic Affairs, petition the appropriate faculty committee to permit exceptions to certain prescribed requirements.

Faculty advisors will assist students in course selections and registration. Additional assistance may be obtained from the Office of the Registrar and the Office of Academic Affairs. It is understood, however, that students are responsible for selecting courses and meeting degree requirements according to College regulations.

Degree Requirements

The Bachelor of Arts degree is awarded to students who meet the following conditions:

1. Completion of 120 semester hours with at least a 2.0 grade point average for all work attempted. Credit for graduation is not awarded for any course whose number begins with a 0 (e.g., ENG 010, ENG 090, REA 010, REA 020, REA 090, MAT 010, etc.).
2. Completion of at least one major in accordance with the requirements set forth by the academic department. At least half of the credit hours required for the student major(s) must be earned at Flagler. There can be no more than two grades of D+ or below in the courses of a major, including ancillary courses (course selected from among several course options that can be taken to fulfill the requirements for a major, but are not offered within the department in which the major or minor falls), and no more than one grade of D+ or below in the courses of a minor.
3. Completion of 42 hours in General Education: six hours in composition (ENG 152 or ENG 172 and ENG 202); six hours in mathematics; three hours in speech communication (COM 101); three hours in First Year Seminar (FYS 142, FYS 152, or FYS 172); nine hours taken from courses designated in “Foundations of Knowledge”; six hours taken from courses designated in “Creative Expression”; and nine hours taken from courses designated in “Ways of Knowing” (see the full listing of General Education Program courses on the next few pages). In addition, students must demonstrate a sufficient level of skills and knowledge in the basic use of computers. Every major of the college requires at least one three-hour technology rich course emphasizing computer and technology literacy recognized by that discipline.
4. Students are required to complete a minimum of five courses designated as Writing Intensive (WI) within the General Education curriculum.
5. Students must earn a grade of “C-” or better in ENG 152 (or ENG 172).

Students who earn a grade of “D+,” “D,” “F,” or “WF” in these two courses will be required to repeat the courses until a grade of “C-” or higher is earned at Flagler College.

6. Completion of three semesters as a full-time student, with a minimum of 45 semester hours earned at Flagler. The final 30 hours of credit required for the degree must be earned at Flagler. Exceptions to this requirement may be granted to students who are approved to study abroad.
7. Completion of various forms of institutional or departmental assessment, including examinations, surveys, and focus groups. Specific requirements include:
 - Completion of IDEA faculty/course evaluations prior to end of each semester in which course was taken
 - Completion of the Co-curricular Program
 - Completion of the Beginning College Survey of Student Engagement (BCSSE) or ETS Success Navigator during first-year orientation
 - Completion of the Learning Community Survey at the conclusion of the Learning Community courses
 - Completion of the ETS Proficiency Profile General Education Assessment at the conclusion of the second year
 - Completion of student engagement surveys to include the National Survey of Student Engagement (NSSE) and Student Satisfaction Index (SSI) throughout academic career
 - Completion of Collegiate Learning Assessment (CLA+) prior to graduation
 - Completion of Program-Level Exit Exam or Assessment prior to graduation
 - Completion of Program-Level Exit Survey prior to graduation
 - Completion of Alumni Entrance Survey prior to graduation*

Completion of required assessments will be tracked by the Office of Institutional Research and Effectiveness.

*Completion of Alumni Entrance Survey tracked by the Office of Alumni Relations.

The First Year Experience Program

The purpose of Flagler College’s first year experience program is to aid the transition of new students into a campus community that is uniquely situated in the nation’s oldest city and dedicated to the academic success and personal development of every student. The first year program integrates new students into the intellectual, cultural, and social life of the College, introduces students to a challenging academic community in which they engage in active learning, and fosters a collaborative campus environment in which students receive

personalized support from faculty, staff and administrators. Every College department promotes these goals and is dedicated to working in concert to ensure that during their first year Flagler students become active, vital members of the College community.

To achieve these objectives the First Year Experience Program brings together four separate elements that are deliberately designed to facilitate the successful transition of new students to the Flagler College community.

1. **First Year Advisors:** All first year students at Flagler are individually advised by a well-trained First Year Advisor. A group of faculty and staff deeply committed to the success of our first year students, First Year Advisors work extensively with their small group of advisees. Individual students are contacted well before they enroll at Flagler, and advisors develop a close relationship with them as they prepare to begin their college experience. First Year Advisors advise students during their entire first year at Flagler College.
2. **Academic Orientation:** Flagler College is fundamentally committed to our first year students beginning their education in a position most likely to insure academic success. A key element of this preparation is an intense four-day academic orientation designed to get students ready for classes before the traditional first-day of class. In addition to the essential elements of traditional college first year orientation, this program also focuses on establishing the academic expectations of all students at Flagler College and at fostering the habits and attitudes Flagler students need to excel academically and as citizens of the Flagler College community.
3. **The First Year Seminar on Liberal Education and Citizenship** is the first class that incoming Freshman take at Flagler College. It is a class about college and the world, and the relationship between them. It points students toward thinking about the journey and the goal of a college education. In the First Year Seminar, students will stand beside Hamlet as he considers leaving this world, and beside Martin Luther King, Jr. as he tries to make it better. With Galileo, students will peer through his telescope to see mountains on the moon. With St. Augustine, students will consider the nature of God. In First Year Seminar the goal is not to study these topics in depth — that is what all of the rest of the classes at Flagler College will be for. Instead students will get a look at the big picture, a glimpse of the world that all of the college classes over the next four years will work together to pass on to the student. The class begins (Part I), with an examination of college itself and the meaning of “liberal education.” Students will see that the skills they need for the next four years are not the same as the skills they learned in high school. Students are going to be asked new questions that need new kinds of answers. Students are going to be asked to think and imagine and draw connections in ways that they have not been asked to do before. Students will need to adopt new ways of

managing time, taking notes, and new ways of engaging with coursework. In Part II of this course, we will investigate ancient ideas of knowledge and the world. These ancient ideas are as crucial now as ever, because they are human ideas. Students will see Socrates face death rather than give up his right to question. Students will see the power of authority as it tries to silence the questioners, and what “knowledge” means when the world rests in the hands of a few. In Part III we will look the Scientific Revolution, one of the most important changes in the history of the world. The scientific revolution brought with it changes in what we know, but more importantly it brought changes in what we believe counts as “knowing.” Authority is no longer trusted, a human process of reason takes its place. In Part IV we’ll examine a crisis in faith — faith not in God but in reason. This crisis occurred in the 20th century and it is a part of the world that has been left to us. Indeed, we might even say the crisis is the world that has been left to us. The modern world collapsed with the destruction of the World Wars. One positive aspect of this was that it allowed new voices to be heard: the voices of women and non-Europeans. These voices have their own claims to truth and meaning to contribute to a new, cosmopolitan conversation.

4. **Learning Communities:** A core element of the Flagler College First Year Experience, Learning Communities are clusters of courses designed around a particular theme, cultural issue, or topic. Typically satisfying General Education requirements for first year students, these interdisciplinary classes are deliberately designed to connect first year students with our finest faculty and to provide students with a learning environment that is both challenging and supportive.

Co-Curricular Program

The Co-curricular Program requirement is designed to expose students to events that faculty and administration believe best represent the literary, philosophical, visual arts, and performing arts traditions that students are exposed to as a part of a liberal education. Typical credited events include concerts, plays, lectures, panel discussions, debates, art exhibits, research presentations and readings.

The Co-curricular Program at Flagler requires that students attend:

- Three events per semester during Freshman and Sophomore years (under 60-credit hours);
- Two events per semester during Junior and Senior years (over 60-credit hours).
- Each academic year, one of these events must be diversity related.

Students may, and are encouraged, to complete event credits early, particularly if they know they will be required to complete off-campus internships as a requirement for their degree.

If due to extenuating circumstances approved by the Associate Vice President of Academic Affairs, a student finds that they are unable to attend approved on-campus events for co-curricular credit, they may contact the Director of Co-curricular Programs to find an approved event near their current location for credit. The student will incur any cost for attendance to this event and must provide proof of attendance (receipt, ticket stub, etc) and submit a one-page reflection paper providing a short overview of the event and its literary, philosophical, visual arts, and/or performing arts contributions to the Director of Co-curricular Programs.

General Education Program and Courses

Total Credit Hours Required: 42 minimum

Students at Flagler College are required to complete specific groups of courses from a variety of fields to ensure exposure to different ideas and ways of thinking. The General Education courses should occur at the freshman and sophomore levels and include courses designated in the categories of Flagler Core Experience, Foundations of Knowledge, Creative Expression, and Ways of Knowing. Because many of these lower numbered courses must be completed before other courses can be taken, students are advised to complete the General Education courses as early as possible. The General Education requirements should be completed by the end of the sophomore year.

All students are required to complete two courses in English Composition (ENG 152 or ENG 172 and ENG 202) and one course in Speech Communication (COM 101). In addition, students must demonstrate a sufficient level of skill and knowledge in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course within departmental requirements of the student's major. Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 152 (or ENG 172), First Year Seminar, ENG 202, and two additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Also, students are required to be enrolled in English composition courses (ENG 142, 152 or ENG 172, and ENG 202). from the time of their initial enrollment at Flagler College until such time as this General Education requirement is satisfied. Also, students must be required to be enrolled in English Composition courses (ENG 142, ENG 152 or ENG 172, and ENG 202) from the time of their initial enrollment at Flagler College until such time as this the ENG 202 General Education requirement is satisfied. In addition to the requirements in English, communication, and computer literacy, students must complete the General Education Program.

Students are required to be enrolled in an appropriate mathematics course from the time of their initial enrollment at Flagler College until such time as their mathematics general education requirement is satisfied.

The purpose of the Flagler College General Education Curriculum is to cultivate literate, creative, socially responsible, and self-reflective individuals.

I. Flagler Core Experience (18 credit hours)

The courses in this category are intended to develop and refine students' communication skills, quantitative literacy, and their ability to reason analytically and critically, which are applicable across disciplines and support the attainment of academic outcomes in all programs of study. Moreover, the essential competencies acquired in these courses constitute an enduring foundation for lifelong learning.

(a) Mathematics (6 credit hours)

MAT 223 Statistics

any other mathematics course at the level of MAT 135 - College Algebra or higher

(b) English Composition (6)

ENG 152WI Topics in College Writing

or ENG 172WI Topics in College Writing: Honors

& ENG 202WI Introduction to Literature

(c) Speech Communication (3)

COM 101 Speech Communication

(d) First Year Seminar (first year) (3)

FYS 142WI The First Year Seminar on Liberal Education and Citizenship

or FYS 152WI The First Year Seminar on Liberal Education and Citizenship

or FYS 172WI The First Year Seminar on Liberal Education and Citizenship

This writing-intensive seminar introduces students to the college experience broadly, and the Flagler experience specifically. Taught by faculty from a wide range of disciplines, this course, through a diverse curriculum, will help students understand how to read deeply, think broadly, write clearly, and communicate soundly.

II. Foundations of Knowledge (9 credit hours)

The goal of the Foundations of Knowledge category is for students to acquire the necessary background information to be considered culturally literate and to give them the perspicacity to make informed cultural observations and cross-cultural judgments.

(9 credit hours: 3 from the “a” category and 6 from one of the “b” categories)

(a) Western History (3)

HIS 101WI Western Civilization I

HIS 102WI Western Civilization II

HIS 205WI United States History to 1877

HIS 206WI United States History Since 1877

(b) Studies of Cultures (6)

| | |
|---------------------|---|
| ANT 201WI | Cultural Anthropology |
| ANT 230 | The Archaeology of the First Coast |
| ENG 224WI | Introduction to World Literature |
| ESL 315 | Cross Cultural Communications |
| GEO 201 | Human Geography |
| HIS 201WI/LAS 201WI | Introduction to Latin America from Pre-contact to Independence |
| HIS 202WI/LAS 202WI | Introduction to Latin America from Independence to Modern Day |
| HIS 210WI | African American History |
| HIS 262WI | Introduction to Africa |
| LAS 211WI/HIS 201WI | Introduction to Latin America from Pre-contact to Independence |
| LAS 202WI/HIS 202WI | Introduction to Latin America from Independence to Modern Day |
| REL 111 | World Religions |
| CLT 199 | Culture (Transfer) |
| CLT 299 | Culture (Transfer) |

OR**(b) Language Acquisition (6)**

| | |
|---------|---------------------------|
| FRE 101 | Elementary French I |
| FRE 102 | Elementary French II |
| FRE 201 | Intermediate French I |
| GER 101 | Elementary German I |
| GER 102 | Elementary German II |
| GRK 101 | Elementary Attic Greek I |
| GRK 102 | Elementary Attic Greek II |
| ITA 101 | Elementary Italian I |
| ITA 102 | Elementary Italian II |
| LAT 101 | Elementary Latin I |
| LAT 102 | Elementary Latin II |
| LAT 201 | Intermediate Latin I |
| LAT 202 | Intermediate Latin II |
| POR 101 | Elementary Portuguese I |
| POR 102 | Elementary Portuguese II |
| SLS 201 | Sign Language I |
| SLS 202 | Sign Language II |
| SPA 101 | Elementary Spanish I |
| SPA 102 | Elementary Spanish II |

| | |
|---------|----------------------------------|
| SPA 201 | Intermediate Spanish I |
| SPA 202 | Intermediate Spanish II |
| FLA 199 | Foreign Language (Transfer) |
| FLA 299 | Foreign Language (Transfer) |
| FLA 240 | Foreign Language Selected Topics |

III. Creative Expression (6 credit hours)

The goals of this category are to enhance understanding and appreciation of works of the creative mind; to interpret and respond to ideas, experiences, and modes of representation; and to inspire and energize self-exploration and creativity. Creative Expression is divided into two subcategories: “Creative Aesthetics” and “Creative Production.”

(6 credit hours: 6 from the “a” category OR 3 from the “a” category and 3 from the “b” category)

(a) Creative Aesthetics

| | |
|-----------------|---|
| ART 218/COM 218 | Visual Culture |
| ART 251WI | Survey of Art History I |
| ART 252WI | Survey of Art History II |
| COM 208 | Introduction to Media |
| COM 218/ART 218 | Visual Culture |
| ENG 211WI | Introduction to Early British Literature |
| ENG 212WI | Introduction to Late British Literature |
| ENG 221WI | Introduction to Early American Literature |
| ENG 222WI | Introduction to Late American Literature |
| ENG 242WI | Selected Topics: Creative Aesthetics |
| MUS 101 | Music Appreciation |
| THA 201 | Introduction to Theatre and Dramatic Literature |
| THA 221 | Theatre History I |
| THA 222 | Theatre History II |
| HUM 199 | Humanities (Transfer) |
| HUM 299 | Humanities (Transfer) |

(b) Creative Production

| | |
|-----------|--------------------------------------|
| ART 241 | Photography I |
| EEL 365 | Elementary Methods in the Arts |
| EEL 431WI | Elementary Methods of Language Arts |
| CRW 205WI | Introduction to Poetry Writing |
| CRW 206WI | Introduction to Short Story Writing |
| CRW 244WI | Selected Topics: Creative Production |
| THA 105 | Acting for the Non-Major |
| THA 140 | Selected Topic in Applied Theatre |
| THA 205 | Acting I |
| THA 206 | Oral Interpretation of Literature |
| THA 208 | Dance for the Non-Major |

IV. Ways of Knowing (9 credit hours)

Courses in this category of the General Education Curriculum seek to refine students' analytical, problem-solving, and critical reasoning abilities and to introduce students to the perspectives and terminology of the respective disciplines. The courses are designed to help students develop reasoning skills they can apply both within a broad range of academic disciplines and outside of the academic environment. Finally, the courses are intended to challenge students to reflect on and to revise their presuppositions, beliefs, and values.

(9 credit hours: 6 from the “a” category and 3 from the “b” category)

(a) Social, Behavioral, and Philosophical Inquiry (6)

| | |
|----------------------|---------------------------------------|
| ANT 220 | Introduction to Archaeology |
| ECO 201 | Principles of Macroeconomics |
| ECO 202WI | Principles of Microeconomics |
| EDU 202WI | Introduction to Teaching and Learning |
| HIS 212WI/ REL 212WI | History of Christianity |
| INT 200WI | Introduction to International Studies |
| LAW 355WI/ POS 355WI | American Constitutional Issues |
| PHI 103WI | Introduction to Philosophy I |
| PHI 208WI | Ethics |
| PHI 223 | Logic I Critical Thinking |
| POS 200WI | Introduction to Political Science |
| POS 203WI | Introduction to Political Thought I |
| POS 204WI | Introduction to Political Thought II |
| POS 221WI | Politics in the United States |
| POS 325WI/REL 325WI | Islam and Politics |
| POS 355WI/LAW 355WI | American Constitutional Issues |
| PSY 101 | Introduction to Psychology |
| PSY 201 | Child Psychology |
| PSY 205 | Lifespan Psychology |
| REL 101 | Introduction to the Old Testament |
| REL 102 | Introduction to the New Testament |
| REL 212WI/HIS 212WI | History of Christianity |
| REL 228WI | Hinduism and India |
| REL 325WI/POS 325WI | Islam and Politics |
| MAT 381WI | History of Mathematics |
| SOC 101WI | Introduction to Sociology |
| SOC 201WI | Contemporary Social Problems |
| SOC 210WI | Marriage and Family |
| WMS 101WI | Introduction to Women's Studies |
| SSC 199 | Social Sciences (Transfer) |
| SSC 299 | Social Sciences (Transfer) |

(b) Natural Scientific Inquiry (3)

| | |
|---------|---|
| NAS 104 | Life Science |
| NAS 105 | Earth Science |
| NAS 107 | Environmental Science |
| NAS 109 | Environmental Factors in the Rise and Fall of Civilizations |
| NAS 111 | Introduction to Biological Science |
| NAS 151 | Environmental Chemistry I |
| NAS 199 | Natural Sciences Lab Course (Transfer) |
| NAS 299 | Natural Sciences Lab Course (Transfer) |

Total Credit Hours Required: 42 minimum

Flagler College Honors Program

I. Mission Statement: The mission of the honors program at Flagler College is to challenge and support exceptionally creative, talented, and intellectually-engaged students. This program enables such students to maximize their educational experience by interacting closely with faculty members and peers in a stimulating interdisciplinary environment while contributing in profound ways to the intellectual culture of the college. The honors program seeks to accomplish the following objectives:

- To provide honors students the highest academic challenge that Flagler has to offer, in order to help them realize their greatest potential.
- To provide dedicated resources for honors students to engage in both formal and informal learning, lively discussions, and shared projects.
- To enable honors students to share their accomplishments with the broader campus community and thus to cultivate appreciation for academic values at Flagler College.
- To help students present their research and creative work at academic gatherings outside of Flagler College, and to assist them in applying for academic grants, graduate fellowships, and other prestigious awards.
- To help prepare students for postgraduate study and employment possibilities by offering them the opportunity to do research and creative work beyond normal classroom assignments.

II. Honors Program Student Learning Outcomes: Upon successful completion of the honors program, students will have:

- developed a set of skills that enable independent and continuous learning.
- enhanced critical-thinking skills developed through engagement in learning experiences that require sophisticated modes of inquiry.
- developed collaborative and leadership skills practiced within a community of student and faculty scholars.
- successfully designed, developed, and presented an Honors Capstone Project.

III. Honors Admission:

A. Admission of incoming first-year students to the honors program

A small percentage of incoming freshmen will be invited to join the honors program on the basis of a GPA/SAT (ACT) threshold to be determined each year by the honors program director, the Vice President for Enrollment Management, and the Director of the First Year Experience. The Admissions Committee of the Faculty Senate will be charged with selecting students from those meeting the threshold to achieve balance across intended majors, etc.

B. Recommending second semester first-year students for admission to the honors program

A limited number of second semester first-year students may be invited to join the honors program. Faculty can nominate students by submitting a letter of recommendation to the Director of the honors program. Second semester students deemed appropriate by the Director will be added, pending available seats.

C. Admission of transfer students to the honors program

Incoming transfer students will be evaluated on the basis of prior college GPA. Again, academic rating (AR) thresholds will be determined each year by the honors program Director and the Vice President for Enrollment Management. Transfer students with 60 or fewer credit hours will enter the honors program in HON 200 and those with more than 60 credit hours will enter the program in HON 300.

D. Staying in the honors program

Students participating in the honors program must maintain a minimum cumulative GPA of 3.3 and make satisfactory progress toward the honors award by passing level-appropriate HON courses. In addition, regular attendance at special honors events is expected.

IV. Curricular Requirements:

First Year

HON 100 (1) and HON 101 (1)– Fall and Spring Semesters, respectively

- Freshman Honors Colloquium I (HON 100) and II (HON 101) are one-credit hour courses where honors students are exposed to the research of Flagler College faculty. Faculty members will contribute to the weekly class session on a rotating basis and share their current scholarly interests and work.
- Attendance at designated honors social events will also be required.
- These courses will be graded on a Pass/Fail basis.

ENG 172WI (3) – Fall Semester

- First-year honors program students will be enrolled in ENG 172WI - Topics in College Writing: Honors. (Note: Score cut-offs for placement into ENG 172 may be waived by the Director of the honors program, in consultation with the Director of College Writing, for those students whose AR otherwise merits an invitation to the honors program.)

FYS 172H (3) – Fall Semester

- First-year honors program students will be enrolled in honors sections of the First-Year Seminar (FYS 172H). The selection of FYS 172H sections will be made by the Director of the First-Year Experience, the Director of FYS 172, and the Director of the honors program.
- HON 100 is a co-requisite with FYS 172H.

Second Year – Fall Semester**HON 200 (1)**

- Sophomore Honors Forum I (HON 200) is a one-credit hour course where honors students are exposed to Great Works across all disciplines. Students will select a Great Work and be responsible for understanding the significance of the Work in its respective field and beyond. The list of possible works will be created by the honors program Director in consultation with faculty from all academic programs. These historical and contemporary works will expose students to culturally influential and intellectually significant ideas, genres, and methodologies, representing a diverse set of cultural contexts and historical periods.
- During the semester, select HON 400 students will present their capstone project prospectuses to the HON 200 students.
- This course will be graded on a Pass/Fail basis.

Second Year – Spring Semester**HON 201 (1)**

- Sophomore Honors Forum II (HON 201) is a one-credit hour course where enrolled sophomores will complete and present their Great Works reports.
- During the semester, select HON 400 students will present their capstone project reports to the HON 200 students.
- This course will be graded on a Pass/Fail basis.

Third Year – Fall or Spring Semester**HON 300 (1)**

- Junior Honors Forum (HON 300) is a one-credit hour course where honors students are mentored through the development of their senior capstone prospectus. They will review previous theses of Flagler College and other students, as well as gather data and/or launch any other preliminary work.
- The capstone project will be discipline-specific and may be a portfolio, research paper, or other original work (e.g., work of art, film, etc.).
- The student's capstone defense committee will also be identified by the end of this course. Such committees will include two professors from the student's major field (or one from each field of a double major) and one from another field. The Director of the honors program will approve the committees.
- This course will be graded on a Pass/Fail basis.

Third Year – Fall or Spring Semester

Discipline-specific upper-level honors course

- Honors students will designate a specific upper-division course within their major or minor discipline as an honors course (in consultation with and with the approval of the honors program Director and the faculty members teaching the courses in question) and will complete assignments beyond those listed on the course syllabus, as worked out with the course instructors and honors program Director. (Note: this requirement may be fulfilled during the honors student's senior year, but must be completed prior to the student's final semester.)

Fourth Year – Fall or Spring Semester

HON 400 (1)

- Senior Honors Forum (HON 400) is a one-credit hour course where honors students complete their capstone project. Students will be required to present their projects to students in HON 200/201 as well as to a public audience on Honors Day.
- Honors students must successfully complete a formal defense of this work before their committee at least a week prior to the submission deadline for the honors portfolio. The submission must be signed by each member of the student's defense committee.
- Approximately one month prior to graduation, honors students who have completed the curricular requirements to graduate with honors must submit their defended and signed portfolio, thesis, or other original work to the Director of the honors program for final approval.
- If a student will be away during their final semester (participating in study abroad, internship, etc.), they have the option of defending their final project during their last semester on campus, or – with the approval of their committee – defending in absentia.
- This course will be graded on a Pass/Fail basis

V. Co-Curricular Requirement: During the junior or senior year an honors student must participate in an extracurricular high impact learning experience. This experience can be one of the following: study abroad/away, internship, semester-long service learning project, grant writing, or other activity pre-approved by the honors program Director.

VI. Special Recognition: Students successfully completing all elements of the honors program will be recognized during the graduation ceremony and have an honors designation placed on their official academic transcripts.

Independent Study

Students who have achieved junior or senior standing are permitted to take an independent study with the following provisions: (a) the student must have at least a 3.0 cumulative grade point average and a 3.0 grade point average for the previous semester, (b) a faculty member must agree to offer the independent study, and (c) the respective department chair must approve the independent study. Students must register for an



Students and faculty share unique learning experiences in the Study Abroad Programs, which combine touring with instruction in rich cultural settings.

independent study prior to the beginning of a term or during the official add period. Students registering for an independent study course will be charged an additional fee of \$50. Independent study forms are available in the Office of the Registrar.

Before an independent study course will be approved, students must complete at least two full semesters at Flagler College. No student may take more than one independent study per semester, unless the courses are part of an approved study abroad program. Independent study will not be approved for any course that is offered during the academic year or the summer session. As a general policy, independent study courses will not be allowed during the summer term. The Vice-President of Academic Affairs may grant exceptions to this policy only upon the recommendation of the department chair.

Consent to Academic Policies, Regulations, and Procedures

Students are responsible to know and abide by all academic policies, regulations, and procedures, as set forth in the Catalog and the Student Handbook. Students are also expected to be aware of specific course requirements, as set forth in the course syllabus, distributed at the beginning of each semester or term. Inasmuch as important information is periodically distributed by campus e-mail, including communications from faculty and administrators, students are required to obtain and to check regularly their Flagler College e-mail and to respond to requests in a timely manner.

Academic Advisement

A distinctive characteristic of the educational program at Flagler is the emphasis placed on teaching and advising. These two aspects of the educational program are the primary responsibilities of faculty.

Advisement plays an important role in guiding the student through his or her educational experience at Flagler. Full-time faculty serve as advisors to students who are usually majoring in the advisor's field of study. The major responsibilities of the advisor are to assist students in planning their educational program, selecting specific courses to satisfy degree requirements, clarifying procedures, and responding to questions and concerns.

Advising at Flagler is carried on as a continuous process rather than a periodic service. To this end, students are encouraged to meet regularly with their advisors to monitor their progress in achieving their educational and personal goals.

Students who wish to change advisors must contact the Office of Student Success and Advising. If the student is reassigned, both the previous advisor and the new advisor are notified. The previous advisor should turn over to the new advisor the files of the student involved.

It is the student's responsibility to plan and carry out a program of study in accordance with departmental requirements. The academic advisor assists by helping students to identify and assess alternatives, as well as the consequences, of decisions. The primary goals of the academic advisement program are:

- To provide learning opportunities which will enable students to acquire the knowledge and skills to become increasingly self-sufficient with regard to planning and carrying out a program of study leading to graduation in the desired major;
- To promote advisement as a continuous process informed by regular contact, as appropriate, between advisor and student;
- The development of suitable education plans;
- The selection of appropriate courses and other educational experiences;
- The understanding of the educational resources available;
- An evaluation of the student's progress toward his/her educational and career goals;
- Referral to and use of other institutional and community support services where appropriate.

Students who have questions or concerns related to these goals and activities are strongly encouraged to meet with their advisors.

The Proctor Library

The Proctor Library is a vital educational resource on the Flagler College campus. The library is staffed and equipped to provide all the services common to a research library:

reference support and information literacy instruction, computer-based search services, inter-library loan, and audiovisual materials and equipment. Professional librarians are available during library hours to assist students, staff and faculty. The Library's collection consists of 101,375 printed volumes, 220,581 electronic books, 4,522 audiovisual items, 624 periodicals, and five newspapers. The library also subscribes to over 50 electronic databases used by students and faculty for research and to access nearly over 50,000 full-text periodicals.

The Proctor Library is located at the corner of Valencia and Sevilla Streets. Completed in 1996, the building is named for Dr. William Proctor, president of the College for 30 years, from 1971 until 2001. The three-story building with its muted grey walls and brick banding complement and reflect the architectural style of the Flagler Era buildings. The first and second floors include the Library's reference, audiovisual, and circulating collections, together with three quiet research spaces, two general Internet access spaces, nine group study rooms (four of which are technology equipped), a technology supported presentation room, and a variety of other seating options supporting academic work. The third floor offers a large open-access computer lab, the graphic design lab/studio, five technology-equipped lab/classrooms, and several faculty and administrative offices. Computer capabilities include some 200 networked computer workstations, and WiFi capability is available on all three floors and throughout campus. Access by students to the Library's electronic databases is also available from the residence halls and any other Internet access point.

Library hours, when classes are in session fall and spring semesters:

Monday - Thursday 7:30 a.m. - 12:00 midnight

Friday 7:30 a.m. - 9:00 p.m.

Saturday 10:00 a.m. - 5:00 p.m.

Sunday 11:00 a.m. - 12:00 midnight

Extended study hours are offered during the final two weeks of the fall and spring semesters.

During the summer term, the library hours are:

Monday - Thursday 7:30 a.m. - 8:00 p.m.

Friday 7:30 a.m. - 5:00 p.m.

Saturday Closed

Sunday 1:00 p.m. - 8:00 p.m.

The Learning Resource Center

The Learning Resource Center (LRC) is a space where Flagler students can obtain, free of charge, assistance from their peers and College faculty members in math, accounting, writing, the natural sciences, Spanish, French, reading, and study skills. It is located at the east end of the south breezeway (nearest Ponce de Leon Hall). Students may also utilize the Center as a quiet work and study space between classes. It is open Monday through Thursday during the fall and spring semesters from 9:00 a.m. until 5:00 p.m. and on Fridays from 9:00 a.m. until 12:00 p.m. Summer hours vary. Some labs also offer evening hours in Proctor Library. Students can check each lab's individual hours—as well as summer hours—at <http://www.flagler.edu/lrc>.



The Accounting Lab

The Accounting Lab provides tutoring in the field of accountancy, financial and managerial accounting in particular. Assistance with quantitative business methods and economics is also available. E-mail mathlab@flagler.edu for more information.

The Math Lab

The Math Lab offers peer and faculty tutoring for all Flagler math courses including algebra, geometry, statistics, and pre-calculus and calculus. Other resources available include MyLab, StatCrunch, and calculator assistance as well as GRE and LSAT preparation.

The Reading and Study Skills Center

The Reading and Study Skills Center helps students develop effective test-taking, content reading, time management, speaking, and listening strategies. Assistance with critical thinking skills and memorization techniques is also available. E-mail studyskillscenter@flagler.edu for more information.

The Science Learning Lab

The Science Learning Lab provides specialized peer tutoring in the natural sciences to help students understand scientific principles, solve problems, and write lab reports. E-mail sciencelab@flagler.edu for more information.

World Language Lab

The World Language Tutors program allows students to work individually with experienced Spanish and French tutors to sharpen their writing and speaking skills. Tutors can also provide tips for learning new vocabulary, remembering verb conjugations, and studying new grammar topics. E-mail worldlangtutors@flagler.edu for more information.

The Writing Center

The Writing Center provides an opportunity for students to work one-on-one with either a peer tutor or a member of the English Department faculty. Students are encouraged to bring any type of writing assignment for help with all parts of the writing process from brainstorming to final editing. Tutors are trained in a variety of citation methods and styles (APA, MLA, Chicago, CBE, etc.), and the Writing Center houses a wide variety of text resources including dictionaries, thesauri, style guides, and grammar and rhetoric handbooks. The Writing Center also offers evening hours in the Proctor Library. E-mail writingcenter@flagler.edu for more information.

Study Abroad/Away Programs

At Flagler College, we believe in the power of travel. We're committed to providing opportunities for our students to experience the world first-hand, whether through a study abroad or a study away experience. The Study Abroad/Away Office, located in Wiley Hall, is responsible for overseeing and coordinating all credit-bearing study abroad and domestic off-campus programs. This includes approved semester and year-long programs, direct reciprocal exchanges with our partner universities and faculty-led summer programs. Approved Flagler College faculty-led study abroad/away programs and course descriptions can be found within the "Programs of Study" section of the catalog. Students wishing to participate in study abroad or study away programs should visit the Office of Study Abroad in Wiley Hall to discuss their options. Further information can be found on the Study Abroad website.

Types of Study Abroad/Away Programs: Five general types of study abroad/away programs are available. All of these must be approved by the Office of Study Abroad:

1. Faculty-led programs: Our faculty-led programs are short-term courses, running from 1 to 4 weeks, that integrate experiential learning with more traditional classroom experiences;
2. Direct exchange programs: Students may apply to spend a semester or a year abroad with one of our partner universities. Students pay Flagler tuition during their time abroad;
3. Third-party programs: Students may enroll in a study abroad or study away program that is sponsored by an approved third-party program, such as CIEE;
4. Direct enrollment: Students may enroll directly in a foreign university as a visiting student.

To qualify for any study abroad/away program, students must have sophomore standing with the completion of at least 45 credit hours and must have a cumulative grade point average of 2.50 or higher. In addition, a student must:

1. Be a degree-seeking student;
2. Satisfy any departmental requirements;
3. Be approved by the Office of Study Abroad;
4. Receive positive letters of recommendation, if required; and
5. Have satisfactory discipline record, as certified by the Dean of Student Services. The above criteria also apply to Flagler College faculty-led programs with one exception: Flagler College faculty-led programs require the student to have attempted 24 credit hours.

Academic Credit for Study Abroad/Away: Academic credit is based on the same criteria as credit for an on-campus course at Flagler College. Although some flexibility exists, academic credit is based on the number of hours of class attendance; learning objectives formulated from course content; and mastery level demonstrated through examinations, papers, a thesis, or the completion of an approved project.

Upon completion of the program, a transcript is forwarded to Flagler College. In most cases, the hours will be accepted toward the total hours necessary for graduation; however, not all courses will necessarily be accepted for general education or as a requirement for a major. For the purposes of the computation of a student's grade point average, grades and quality points will not be accepted from any study abroad program. Current information on approved programs is available on the College website.

Conduct While Studying Abroad: Generally, the standards of conduct for students studying abroad are the same as those which are expected of students on the Flagler College campus. Also, the policy concerning use of illegal substances is always enforced. Abuse of alcohol will not be tolerated. At any time during the approved dates of travel/study abroad, if a student brings discredit upon Flagler College, the faculty sponsor may either make arrangements for the student's return to the U.S. or inform the student that his/her conduct will be referred to the Dean of Student Services at the beginning of the next semester.

While Flagler College has made every effort to make sure the study abroad experience will be rewarding and beneficial to the participating students, it should be remembered that the students are outside of the United States, are subject to the laws and customs of the country in which they are traveling and are expected to respect the customs and laws of that country. From time to time, students will be outside the supervision and control of Flagler College; therefore, the College cannot assume responsibility for their safety or property. While the College believes this risk to be minimal, it must be accepted on the part of the student individually. In addition, it should be noted that the Americans with Disabilities Act is not applicable outside the United States.

Flagler College carries GeoBlue International health insurance provided by Blue Cross. GeoBlue is mandatory for most faculty-led study abroad programs; however, students may purchase the insurance coverage regardless of their study abroad program.

For more information, please consult with Business Services at Flagler College. Students are required to present evidence of insurance coverage prior to departure.

Financial Aid: According to the federal regulations and Florida Statutes, students eligible for state and federal financial aid programs may apply for financial assistance to pay for expenses required to participate in programs of study in another state or in a foreign country. Students who are eligible for federal and state financial aid programs must confer with the Associate Director of Financial Aid about using funds from these programs for the purpose of participating in the study abroad programs. Institutional scholarships and grants are not applicable to study abroad programs with the following exceptions: the James W. Babcock and B. Teri Ludwick-Babcock Endowed Scholarship for Study Abroad, the Diane Sheeran Cassidy Memorial Scholarship for Study Abroad, the Janie Dickinson Memorial Scholarship, the Lewis-Wiley Scholarship, and the Unger Family Scholarship for Study Abroad.

Non Faculty-Led Study Abroad/Away Fee: Flagler College charges a \$160.00 fee to defray the administrative costs associated with a study abroad program. These costs occur prior to the student's departure, during the time a student is away, and upon the student's return to Flagler College. There is no administrative fee for study abroad programs that are led by Flagler College faculty.

Financial Payments: Tuition and fees for any Flagler College faculty-led program must be paid in full prior to the student's departure date. For approved, non-Flagler College sponsored programs, students must submit payments for tuition and fees directly to the institution or organization sponsoring the study abroad program. Students are directed to adhere to the terms and conditions of the applicable study abroad program. Additionally, students who drop a faculty-led study abroad course are subject to forfeiture of all deposits and may incur additional financial penalties affiliated with the study abroad trip.

Registration

New freshmen, transfer students, and readmitted students register for classes prior to matriculating in the fall or spring semesters, and complete final registration after arriving on campus and consulting with their faculty advisors. Continuing students register for an upcoming semester during the immediately preceding semester. Continuing students may revise their class schedule during the final registration period. Student athletes may have classes on MTWRF until 3:15 pm. Registration for any semester is not complete until a student has complied with all procedures and has made satisfactory arrangements for the payment of tuition and other financial obligations.

Time Conflicts: Students are not permitted to register for courses whose scheduled meeting times overlap.

Continuing Student: A continuing student, sometimes referred to as a returning student, is a student who was enrolled full-time during the previous semester.

Cross Registration: Students are not permitted to be enrolled at another institution while attending Flagler College.

Part-time Students: The programs and activities of Flagler College are planned to meet the needs and interest of full-time students. A limited number of students, however, may be allowed to matriculate on a part-time basis (less than 12 semester hours), provided that space in the desired course(s) is available. All part-time students must apply for admission and be formally accepted prior to registering for classes. Part-time students are not eligible for medical and health services and are not allowed to participate in college-sponsored student activities. Part-time students, however, are assigned to an academic advisor and should seek academic counseling on a regular basis. While part-time students may be eligible for certain types of federal financial aid programs, they are not eligible for State of Florida or institutional financial aid programs. Full-time students who wish to change to part-time enrollment must complete a “Withdrawal to Part-Time Status” form and must provide a copy of this form to the Office of Business Services. Part-time students who wish to return to full-time status for the next semester must submit a formal, written request to the Office of the Registrar.

Registration Holds: Students will not be permitted to register if there is a “hold” on their accounts. To clear a hold, the student must contact the office that has issued the hold to find out what must be done to fulfill the obligation(s).

Readmission

Former students whose enrollment has been voluntarily or involuntarily interrupted, including academic suspension or dismissal, must petition the Registrar in writing for readmission to the College. The request for readmission should include reasons for leaving Flagler and for wanting to return. All requests must include current contact information and the semester for which readmission is being requested.

Former students who have attended another college or university for at least one semester must be eligible to re-enroll at that institution. Students who have attended another institution for more than one semester must have earned a cumulative GPA of 2.0 to be eligible for readmission. Official transcripts from the institution(s) attended must be submitted to the Registrar. The deadlines for readmission are as follows: Fall Semester - July 1st of the same year; Spring Semester – October 1st of the preceding year; Summer Term - open enrollment (students must submit request for readmission for Fall Semester). In some instances, an on-campus interview may be required.

Any student who withdraws from the College for reasons of illness must have medical approval from the attending physician prior to readmission.

Any student who applies for readmission must be cleared by the Office of Business Services and the Office of Student Services. Once a student is advised by the Registrar that the student's readmission is approved, the student must submit an advance deposit to the Office of Business Services. All requests for readmission as well as official transcripts must be sent to the Flagler College Registrar, 74 King Street, St. Augustine, FL 32084.

Transfer Credits from Another Institution

Applicants transferring from another institution must be in good standing and must be eligible to return to the college or university previously attended. Transfer applicants from four-year institutions may receive a maximum of 75 semester hours of credit awarded. Recipients of the Associate of Arts (A.A.) Degree are generally admitted at the junior level; however, applicants who transfer from community/junior colleges will be allowed no more than 64 semester hours of credit toward the completion of degree requirements at Flagler.

Transfer credits will generally be granted for courses in which a grade of "C" or better was earned from regionally accredited institutions. Grades are not transferable; hence, quality points earned for transfer credits are not used in computing a student's grade point average at Flagler.

Students who have successfully completed the requirements for an A.A. Degree may transfer up to three courses in which a "D" grade was earned, provided the total number of transfer credits does not exceed 64 semester hours. In accordance with the ICUF (Independent Colleges and Universities of Florida) Articulation Agreement, Flagler College, as a member of ICUF, provides some basic guarantees to transfer students who have earned an A.A. Degree from any member institution of the State of Florida public university system. This guarantee includes the transfer of 60 credits to be applied toward the awarding of the baccalaureate degree and completion of the general education requirements at Flagler College.

The amount of transfer credit and advanced standing allowed by the College will be determined by the Office of the Registrar. In some instances, the Office of Academic Affairs and/or department chairs are consulted prior to awarding transfer credit. Transfer students are responsible for submitting all official transcripts, CLEP, International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or Advanced Placement test scores, and for confirming their level of advanced standing prior to registering for classes at Flagler.

Transient Transfer Credits from Another Institution

Flagler students who wish to take courses at another institution during the summer must complete the Application for Transient Study. Additionally, students must receive approval from their faculty advisor, the department chair of the course, and the Office of the Registrar, before enrolling as a transient student at another college or university. Application forms are available in the Office of the Registrar and online at http://my.flagler.edu/ics/Academics_Beta/Registrar_Office/. Students who fail to receive prior approval before enrolling at another institution will be denied transfer credit.

Flagler College limits the number of hours a student may earn during the summer at another college or university after that student has enrolled at Flagler. Students may earn up to nine semester hours of credit from another institution. Seniors must complete their final 30 semester hours of credit at Flagler College, except for those students participating in a Study Abroad or Study Away Program. Students may not earn credit for courses taken at a two-year college after they have earned 60 or more semester hours.

Registering for Courses at Another Flagler College Location

This policy prescribes procedures that students are to follow if they wish to take courses offered by Flagler College at another location. From time to time, students enrolled in Flagler College (St. Augustine) may request permission to register for a course (or courses) offered at Flagler College-Tallahassee. In like manner, Flagler College-Tallahassee students may request permission to register for a course (or courses) being offered at Flagler College (St. Augustine). It is anticipated that most of these requests will be for enrollment in the summer terms on the respective campuses.

Procedures:

1. Student submits request in writing to the Registrar (St. Augustine) or the Assistant Registrar (Tallahassee).
2. Registrar (St. Augustine) or the Assistant Registrar (Tallahassee) provides student with a Flagler College Alternate Campus Transfer Form.
3. Student obtains required signatures from Department Chair (St. Augustine) or Department Chair (Tallahassee) to ensure that course will meet the requirements of the major.
4. Student obtains required signatures from the Associate Vice-President of Academic Affairs (St. Augustine) and the Dean (Tallahassee).
5. The student returns the Flagler College Alternate Campus Transfer Form to the Office of the Registrar (St. Augustine) or the Assistant Registrar (Tallahassee). The home campus forwards the request to the receiving campus, who reviews the request to determine if there is space available in the requested course.
6. If space is available, the receiving campus sends a letter of approval to the student, with a copy to the home campus, noting the dates, meeting times, and location of the class meetings. The student is also notified of the applicable tuition charge, the registration deadline, and the date on which tuition payment and/or deposit are due.
7. The student will be required to confirm his/her intent to enroll in the course and to pay applicable charges as specified by the Registrar (St. Augustine) or Assistant Registrar (Tallahassee) and the Business Services Office personnel at the receiving campus.
8. It will be the responsibility of the student to discuss arrangements for financial aid with Financial Aid personnel at his/her home campus.

Declaration of Major

All students, including transfer students, must declare a major upon the completion of 60 credit hours. Students may change their major and/or advisor in the Office of Student Success and Advising, located in the Ringhaver Student Center.

Course Load

The quantity unit of credit at Flagler College is the semester hour, defined as one hour of class work plus two hours of preparation per week for one semester. Average full-time course load for a semester is 15 semester hours, plus related laboratory periods; a minimum of 12 semester hours is required for full-time status. Students registering for less than 12 semester hours are classified as part-time students.

Students may not take more than 19 semester hours in any semester without the recommendation of their faculty advisor and the approval of the Registrar. Normally, students must have a 3.0 grade point average for two semesters preceding the semester in which they wish to take more than 19 semester hours. Students enrolled in 20 or more semester hours are charged additional tuition per credit hour (see “Tuition and Fees” section).

Schedule Changes

Courses may be added and/or dropped during the first week of each semester without penalty. After this time, a student may drop a course and receive a grade of “W.” However, this policy does not apply to students enrolled in ENG 142, ENG 152, or ENG 172 (see “General Education Program” at the beginning of this section). A student who is withdrawn from a course during the last four weeks of the semester will receive a grade of “WF,” regardless of whether the withdrawal is student or faculty initiated.

Admission to Class

Instructors are required to admit to class only those students with appropriate documentation of enrollment as verified by the Office of the Registrar.

Class Attendance

The nature of the educational process at Flagler College, with emphasis on classroom teaching, seminars, and special projects, presumes a continuous close working relationship between teacher and student. Accordingly, class attendance is deemed essential to the educational process.

Regular and punctual class attendance is expected of all students, and the responsibility for class attendance rests with the individual student. The student is expected to carry out all assigned work and to take all examinations as specified by the instructor. Failure to carry out assignments or to take examinations at designated times may result in a lower grade for the course. The student, therefore, must accept the consequences of not attending classes.

Students with excessive absences will be dropped from a course. Excessive absence is defined as failing to attend 80% of the scheduled class meetings. A student who is absent, for any reason (excused or unexcused), more than 20% of the scheduled class meetings for the academic semester or term will not receive credit for the course. For example, in the fall and spring semesters, a student may miss no more than eight Monday/Wednesday/Friday classes or five Tuesday/Thursday classes and still receive credit for the class. For a class that meets once a week, a student can have no more than two absences and receive credit for the class. In most summer term courses, a student may miss no more than five classes and receive credit for the class. During the summer term session B, students will be withdrawn from a class if they are inactive for a seven day period. A student who has excessive absences will be assigned a grade of “W” or “WF,” depending upon the date at the time the 20% limit is exceeded. Individual instructors and departments may establish more stringent attendance requirements for their courses. A student who is withdrawn from a course by the instructor due to excessive absences during the last four weeks of the semester will receive a grade of “WF.”

Specific attendance policies are determined by the individual instructor and are stated in the course syllabus, making clear the instructor’s expectations regarding class attendance. Students are advised that unexcused absences should be used for reasons such as travel difficulties, bad weather, conflicting schedules, minor sickness, doctor or dentist appointments, job interviews, or oversleeping. Attendance requirements for internships are determined in advance by the College coordinator of the internship and are communicated in writing to the student intern.

Excused absences, with permission to make up missed assignments or exams, will be granted for the following reasons:

1. Admission to a hospital (verified by the College Nurse, the Dean of Student Services or the Associate Vice President of Academic Affairs)
2. Serious illness/sickness (verified by the College Nurse, the Dean of Student Services or the Associate Vice President of Academic Affairs)
3. Serious emotional illness (verified by the Director of Counseling Services, the College Nurse, the Dean of Student Services or the Associate Vice President of Academic Affairs)
4. Participation in approved academic events (verified by the advisor or sponsor of the club or organization, the academic department chair, or the Associate Vice President of Academic Affairs)
5. Participation in scheduled intercollegiate athletic contests away from the campus (verified by the Director of Intercollegiate Athletics)
6. Death of a family member or hospitalization of an immediate family member (verified by the Associate Vice President of Academic Affairs)

7. Very unusual circumstances as determined by the instructor, the Associate Vice President of Academic Affairs or the Vice President of Academic Affairs

Students requesting excused absences are responsible for notifying the Associate Vice President of Academic Affairs and providing appropriate documentation verifying the excused absences. Requests for excused absences must be made within two weeks of returning to classes. Students are responsible for making arrangements with their instructor(s) to make up missed assignments, class projects, or exams. Whenever possible, students should inform their instructor(s) in advance of a College-related activity that will cause them to be absent from their class(es).

Some instructors reserve the right to drop a student from a course automatically if the student does not attend the first class meeting during the fall and spring semesters. This action is to allow other students to enroll in the course. This action may or may not happen, therefore all students should follow the official Drop/Add process to avoid receiving a “WF” in the course. This procedure does not apply to the summer term classes.

Academic Honesty

Flagler College affirms the value of academic honesty and requires all students to adhere to the highest standards of integrity in their academic work. Students are entrusted to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College expectations and is subject to immediate disciplinary action.

Plagiarism is defined as any attempt to represent the work of another as one’s own original work. More specifically, plagiarism is the direct appropriation of the language, thoughts, or ideas of another – either literally or in paraphrase – without appropriate notation of the source and in such fashion as to imply that the work is one’s own original work. To this end, Flagler College subscribes to Turnitin.com, a web-based plagiarism detection service which enables professors to determine if a paper has been documented properly.

Fabrication is defined as the use of created or invented information or research for the purpose of deceiving an instructor or other College personnel. Bribery is defined as the promising, offering, giving, receiving, or soliciting of any materials, items, or services of value to influence the judgment or conduct of College personnel.

Misrepresentation is defined as giving false information to any College representative with the intent to deceive or gain an unfair advantage. This may include using computer files generated by another person and submitting the information to an instructor as your own work (unless expressly allowed by the instructor).

Instructors are responsible to explain to students what constitutes academic dishonesty in relation to particular course requirements. Instructors are also responsible to ensure that examinations and quizzes are administered in a fashion that

discourages dishonesty. Depending upon the nature of the case, a student guilty of academic dishonesty may receive a penalty ranging from a grade of “WF” or “F” for the work in question to expulsion from the College. The official actions of the College may be either academic in nature or both academic and disciplinary.

In all cases wherein an instructor accuses a student of academic dishonesty, the instructor will confer in private with the student and will inform the student of the charge of academic dishonesty as well as the penalty. The instructor will make a written record of the conference, will confirm in writing the accusation and penalty, and will immediately notify the Office of Academic Affairs.

The student will be advised that he/she may accept the penalty or may request a hearing. In the event the student denies the allegation or objects to the severity of the penalty, the student may request a hearing before the Academic Disciplinary Committee from the Associate Vice President of Academic Affairs.

If a hearing is requested, the case will be referred to the Academic Disciplinary Committee. The faculty or staff member reporting the incident of academic dishonesty will prepare all material dealing with the case such as evidence, witnesses, etc. The Associate Vice President of Academic Affairs will prepare and issue the charges and will inform the student of the time and date of the hearing. Should the student desire to appeal the findings of the Academic Disciplinary Committee, the student must appeal to the Vice President of Academic Affairs within three days.

Incivility in the Classroom

Flagler College students are expected to demonstrate civility in their classroom speech and behavior. Civility is defined as courteous behavior and politeness. Students should note that this policy extends to electronic communications and person-to-person communications, in both campus offices and traditional classrooms. In the case of a suspected case of incivility in the classroom, faculty members may use their discretion in managing their classroom and sanctioning the student, or they may immediately contact the Associate Vice President of Academic Affairs or the Vice President of Student Services. If an executive administrator is made aware of the situation, a meeting will be scheduled with the faculty member and the Associate Vice President of Academic Affairs or the Vice President of Student Services. After hearing the faculty member, a meeting will be held with the student or students involved. Periodically, additional individuals who witnessed the incident may be called to meet with the Associate Vice President of Academic Affairs or the Vice President of Student Services. At this point, a determination will be made as to whether there was a case of incivility. In the case where incivility has occurred, an appropriate disciplinary action will be reached and offered to the student as the result of an Administrative Disposition (for additional details on this process, please refer to Volume VI, Section 6.5.2.3 of the Flagler College Policy Manual). The student has the right to accept the results of the disposition or to have a hearing before the College Disciplinary Committee.

Student Evaluations

The evaluative process at Flagler College places emphasis on all aspects of the student's academic performance. Class attendance, participation, reports, projects, and test grades are considered in determining final grades. Continuous evaluative efforts, facilitated by a favorable faculty-student ratio, serve to identify learning deficiencies before the end of the course, thus enabling instructors to provide individual assistance when needed. Comprehensive examinations may be given in major fields of concentration during the final semester of the senior year.

Final Examinations

A period for final examinations is scheduled from Monday through Thursday during the last week of the fall and spring semesters. The Registrar prepares the final examination schedule, which is then made available to faculty and students at the beginning of each semester. Faculty are required to adhere to the published schedule, and students must take the exams at the published times.

Assessment

Because of the commitment to provide quality educational experiences, Flagler College uses information from and about students to improve programs, services, and overall institutional effectiveness. The College obtains much of this information through the assessment of students' skills, abilities, competencies, and satisfaction. From time-to-time, College faculty or staff may administer formal examinations, surveys, or other forms of assessment designed to assess institutional effectiveness. For example, each year the College asks special student groups to complete surveys related to particular topics. To ensure that adequate data are collected, students are asked to cooperate with these assessment procedures. For additional information, contact the Office of Institutional Research and Effectiveness.

Exit Assessment

The College requires that all graduating seniors, during their final semester, participate in assessment procedures as defined for their major. This assessment may be in the form of departmental, state, or national exams; surveys; senior papers; portfolios; final projects; or other types of assessment. Each academic department determines the particular form and time of these assessments. In cooperation with each department, the Office of Institutional Research and Effectiveness may administer some additional assessments. Satisfaction of exit assessment requirements is necessary for graduation.

Grading of Academic Work

Final grades are available to students, via the campus website, at the conclusion of each semester and at the end of summer term, and are recorded on the student's permanent record.

The grading system is as follows:

| Grade | Meaning | Quality Points | Numerical Equivalent |
|-------|------------------|----------------|----------------------|
| A | Superior | 4.0 | 93-100 |
| A- | | 3.7 | 90-92 |
| B+ | | 3.3 | 87-89 |
| B | Good | 3.0 | 83-86 |
| B- | | 2.7 | 80-82 |
| C+ | | 2.3 | 77-79 |
| C | Satisfactory | 2.0 | 73-76 |
| C- | | 1.7 | 70-72 |
| D+ | | 1.3 | 67-69 |
| D | Passing | 1.0 | 60-66 |
| F | Failing | 0.0 | 59 and lower |
| WF | Withdrew Failing | 0.0 | |
| I | Incomplete | 0.0 | |
| P | Passing | 0.0 | |
| W | Withdrew | | |
| NC | No Credit | | |
| NG | No Grade | | |
| AU | Audit | | |

For the purpose of computing a student's grade point average, 4 quality points are given for each semester hour of A, 3.7 for each hour of A-, 3.3 for each hour of B+, 3 for each hour of B, 2.7 for each hour of B-, 2.3 for each hour of C+, 2 for each hour of C, 1.7 for each hour of C-, 1.3 for each hour of D+, and 1 for each hour of D. The grade of F, WF, or I is counted as zero. The grade point average is calculated by dividing the total hours attempted into the total quality points.

Incomplete Grade

A grade of "I" (Incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can be completed in a short time following the end of a semester. In the absence of justifiable cause, an incomplete grade will not be assigned.

In order to receive an incomplete grade, a student must initiate the process by completing a "Request for Incomplete Grade" contract. The contract form is available in the Office of the Registrar, and it must be signed by the student, the instructor, and the Associate Vice President of Academic Affairs.

The student is responsible for making arrangements with the instructor to complete the requirements for the course and to remove the incomplete grade within eight weeks

following the semester in which the incomplete grade was received. The eight-week period is the maximum time allowed, and the instructor should establish an earlier date, if possible. Students who fail to complete the course requirements within the prescribed period will automatically receive a grade of “F” for the course.

Upon completion of the course requirements, the incomplete grade will be removed, and the final course grade will be used to compute the student’s grade point average.

Grade Correction

Any errors in grades, including omissions, must be reported by the student to the Office of the Registrar. A “Grade Correction” form may be obtained from the Registrar’s Office by the faculty member only, and must be completed and signed by the appropriate faculty member, the department chair, the Associate Vice President of Academic Affairs, and the Registrar. No corrections, additions, or changes will be made unless grade errors are reported to the Registrar with the first two weeks of the semester following the semester in which the course was taken. Failure to report a grade error within the time specified above will result in the original grade being filed on a permanent basis.

Appeal of Grade

As a general rule, faculty decisions regarding academic matters within their purview are not subject to appeal, unless the student can present evidence indicating mitigating circumstances of a substantial nature. In an effort to minimize such occasions, it is anticipated that members of the faculty will provide students with an adequate explanation of course requirements and grading standards. It is expected that attendance requirements and other standards pertaining to classroom deportment will be explicit. Additionally, grading procedures should be designed to keep students informed of their relative standing.

A student has the right to appeal a course grade, provided there is evidence that the grade is an inaccurate assessment of the student’s work or that it is inconsistent with stated grading criteria. The student should first consult with the instructor to clarify the grading method used and the rationale for the grade issued. If the matter cannot be resolved between the student and the instructor, then the student should consult with the appropriate department chair. The department chair, in turn, will consult with the instructor and then inform the student of his or her decision.

If a student wishes to appeal the department chair’s decision, he or she must submit a formal written appeal to the Office of Academic Affairs. Such an appeal must be submitted within two weeks of the beginning of the next semester and should contain information pertinent to the appeal. The Office of Academic Affairs may dismiss a grade appeal for lack of merit or may appoint a faculty committee to review the appeal and to consider all related evidence. If a committee is appointed, the committee’s recommendation will be forwarded to the Associate Vice President of Academic Affairs who will act on the committee’s recommendation and will notify the student of his decision. The Associate Vice President’s

decision may differ from the committee's recommendation. The Associate Vice President of Academic Affairs, at his discretion, may conduct a hearing without appointing a faculty committee. The decision of the Associate Vice President of Academic Affairs is final and may not be appealed further.

If an instructor is no longer employed by the College, the student grade documentation will be used in the event of a grade appeal. The grade documentation will be maintained in the Office of the Registrar for one year, then destroyed.

Appeal of Disciplinary Action

When a student wishes to appeal a disciplinary action (e.g., expulsion from class) taken by a faculty member, the student must first contact the faculty member and obtain a thorough explanation of the reason(s) for the faculty member's action. If, in the student's opinion, the reasons provided are inadequate or the action taken is too severe, the student should then contact the department chair. In the event that the chair is also the faculty member involved, the student should then contact the Associate Vice President of Academic Affairs. The chair (or the Vice President) may counsel with the faculty member and the student in an effort to resolve the matter. The chair, however, is not authorized to require that a student be reinstated in a class; rather, the chair should submit a written recommendation to the Associate Vice President of Academic Affairs.

If the issue is not resolved at the departmental level, the student may request a hearing with the Associate Vice President of Academic Affairs. A hearing will involve both the faculty member and the student. The Associate Vice President may conduct the hearing in an informal manner; however, the student should be advised of the date of the hearing and should have an adequate opportunity to present evidence or testimony in his or her behalf. The decision of the Associate Vice President may be appealed to the Vice President of Academic Affairs.

Grades of "D" or "F" in the Major or Minor

A student may earn no more than two grades of "D+" or below in the courses of a major, including ancillary courses, and only one grade of "D+" or below in the courses of a minor. An ancillary course is any course selected from among several course options that can be taken to fulfill the requirements for a major, but are not an offering within the department in which the major or minor falls. However, no grade of "D+" or below in any Education major required course is accepted; this includes ancillary courses that are required for the major, but not an Education Department offering.

Repeat Courses

Students may only repeat a course in which a grade of "D+," "D," "F," or "WF" was earned in order to improve their grade point average. While a record of both courses will remain on the transcript, only the most recent grade assigned for the repeated course will be computed into the student's cumulative grade point average. The most recent repeat grade recorded will be used in calculating the grade point average. Students who repeat a course in which a

grade of “F” was originally earned will receive credit hours for the repeat course, provided that a passing grade is earned. However, students who repeat a course in which a grade of “D+” or “D” was originally earned will not receive credit hours for the repeat course since credit hours have already been awarded. Students who earn a grade of “D+,” “D,” “F,” or “WF” in a course at Flagler College may not repeat that course at another institution for purposes of transferring the grade or the credit back to Flagler College. No Flagler College course may be attempted more than three times; withdrawals (“W,” “WF”) are counted as attempts.

A student receiving financial aid, student athlete, or international student who considers repeating a course should contact the Office of Financial Aid to determine if he/she will earn sufficient hours for continued eligibility of that financial aid.

Dean’s List and President’s List

The Dean’s List and the President’s List are compiled in recognition of students achieving a certain standard of academic excellence. To qualify for the Dean’s List a student must complete at least 12 semester hours of letter-grade courses with a 3.4 grade point average and with no grade less than C- for the semester. Students who earn a 4.0 grade point average with at least 12 semester hours of graded credit are also named to the President’s List.

Departmental Awards of Academic Achievement

Departmental Awards of Academic Achievement are presented to graduating seniors who have distinguished themselves through scholarly activity and academic achievement in their selected disciplines of study. Recipients of these departmental awards are selected by the faculty within the department. To receive consideration for one of these departmental awards, a student must meet the following criteria: (1) must be a graduating senior; (2) must have earned at Flagler College a minimum of 56 credit hours carrying letter grades, not Pass/Fail; (3) must have maintained a grade point average of 3.4 or better in courses taken in the department; and (4) must have maintained a cumulative grade point of 3.2 or above.

Graduating With Honors

Three degrees of distinction are awarded to graduating seniors based on their cumulative grade point averages for all academic work attempted, including the semester’s work in which the baccalaureate degree requirements are completed. According to the level of academic achievement, the degree may be awarded cum laude (3.5-3.69), magna cum laude (3.7-3.89) or summa cum laude (3.9-4.0). To qualify for graduation with honors, a student must complete at least 56 credit hours of academic work at Flagler College that carry letter grades. Pass/fail options are not applicable. All courses for which no quality points are assigned are included in this pass/fail category, for example, internships, field experiences, and practicums. Only courses taken at Flagler are computed in determining honors. The grade point average will be rounded to the hundredth decimal place.

Academic Requirements for Continuation

Attendance at Flagler College is a privilege granted solely by the College. Enrollment for one semester or semesters in no way obligates or requires the College to extend or continue a student's enrollment beyond the semester or semesters. At the conclusion of any semester or semesters, the College is at liberty to disallow a student to continue his or her enrollment. Moreover, the College reserves the right to withdraw, suspend, or dismiss at any time, a student whose conduct is adjudged as inconsistent with the traditions, rules, standards, and regulations of the College.

Students are required to maintain a cumulative grade point average of 2.0 or better to remain in good academic standing. The following procedures are designed to ensure thorough consideration of a student's progress and qualifications for continuation.

At the conclusion of each semester, the Associate Vice President of Academic Affairs reviews the academic records of students whose semester average or cumulative average falls below a 2.0, or who fail to complete at least 67% of their coursework. The Associate Vice President considers the student's cumulative grade point average, semester grade point average, number of semesters enrolled at Flagler, current academic status, intended major, performance related to academic aptitude, and performance related to the guidelines for continuation. After careful review and in light of the Associate Vice President's own professional judgment, the Associate Vice President determines whether a student receives an academic warning, is placed on probation, or is dismissed. Listed below are explanations of, and conditions for, the four types of action that can be taken by the Associate Vice President.

Academic Warning: An academic warning is issued to students whose semester grade point average is below 2.0 and/or whose good academic standing is in jeopardy. Academic warning is a precautionary admonition that is meant to draw attention to a student's academic performance and to encourage renewed diligence in the pursuit of educational goals.

Academic Probation: A student whose cumulative grade point average is below 2.0, or whose academic performance is judged to be of poor quality, will be placed on academic probation. Probation covers a stated trial period during which it is determined whether the student is returned to good standing, remains on probation, or is dismissed at the end of the probationary period for failure to meet the academic standards. Students placed on academic probation are expected to demonstrate an improvement in their GPA toward satisfactory academic progress in the subsequent semester. Based upon a review of the student's academic record, other conditions for continuation may also be stipulated. A student on probation is notified in writing of any continuation requirements that must be satisfied in the subsequent semester, and a copy of the notification is kept on file in the student's permanent record. Failure to satisfy any of these conditions may result in a continuation review and academic dismissal.

The Office of Academic Affairs at its discretion and irrespective of grades, may declare probationary status for any student whose time or talents are not being used properly.

Academic Dismissal: Academic dismissal is the involuntary separation of the student from the College. Dismissal may or may not be a permanent separation, and it does not entail a definite time of eligibility to return. A student's record is reviewed carefully before a decision for dismissal is made. A student is subject to academic dismissal if, in the professional judgment of the Associate Vice President of Academic Affairs, the student's academic performance is consistently below the College's standards or otherwise indicates the inability to maintain satisfactory academic progress.

Criteria used in a decision for suspension or dismissal include any of the following:

1. failure to maintain a minimal level of academic progress from semester to semester, as suggested in the following guidelines:

| Semester Enrolled at Flagler College | Cumulative Grade Point Average |
|---|---|
| 1st | 1.20 |
| 2nd | 1.50 |
| 3rd | 1.67 |
| 4th | 1.75 |
| 5th | 1.85 |
| 6th | 1.92 |
| 7th | 1.96 |
| 8th | 2.00 |
| 9th | 2.00 |
| 10th | 2.00 |

2. failure to meet the stipulated conditions for continuation as specified in the notification of being placed on academic probation;
3. failure to remove the probationary status after two consecutive semesters on probation; and
4. failure to make satisfactory academic progress by completing less than 67% of the total number of course hours attempted.

The guidelines for continuation listed in (1) above are regarded as minimal levels of progress. Students who fall below these levels are subject to automatic dismissal; however, students who are above these minimal requirements, but below the required 2.0 cumulative grade point average, are also subject to academic dismissal.

A decision for dismissal ultimately is made on the basis of a student's total academic record and in light of appropriate expectations of academic progress. Students who are experiencing academic difficulties are strongly encouraged to seek assistance from their academic advisors, their course instructors, and the Office of Academic Affairs.

In the case of dismissal, a student may appeal the decision and request to be reinstated as a full-time student. All such appeals must be directed to the Vice President of Academic Affairs within a period of time specified in the letter of dismissal. This appeal may be granted if, in the judgment of the Vice President, such a decision will benefit both the student and the College.

Academic Dismissal During the Semester: Students who are dismissed during the semester for academic reasons will receive a grade of “W” or “WF” for the courses in which they were enrolled. The grades assigned by the instructors will be based upon the student’s performance in achieving the objectives of the courses at the time of separation from the College. Students who are suspended or dismissed during the semester, for disciplinary reasons, will be assigned a grade of “W” or “WF,” depending upon their status at the time of their suspension or dismissal.

Classification of Students

A student’s classification is determined by the number of credit hours earned as follows:

| | |
|-----------|---------------------------|
| Freshman | through 29 semester hours |
| Sophomore | 30 to 59 semester hours |
| Junior | 60 to 89 semester hours |
| Senior | 90 or more semester hours |

Summer Term

Summer term consists of session A, a seven week term, and session B, a six week online term. Courses offered for the summer term are contingent upon the number of students who register by the established deadline. Courses with an insufficient number of registered students may be canceled.

Students enrolling in the summer term may attempt up to ten (10) semester hours of credit per session. Registration for eleven (11) or more credits per session requires the approval of the Office of Academic Affairs.

Summer term registration is available through the Office of the Registrar.

Students who have paid for classes that are canceled will be notified by the Office of the Registrar. These students will be given an opportunity to select another course, or they may request a refund for the canceled class.

Payments for classes listed on the Final Class Schedule are non-refundable. Payments for classes which are canceled because of insufficient enrollments may be refunded or transferred to a scheduled class.

On-campus housing is available to students enrolled in summer term session A. Students who wish to reside on-campus must inform the Office of Student Services prior to the end of the spring semester. Students residing on campus during the summer term session A are provided a meal plan.

Visiting students, sometimes referred to as transient students, who wish to earn academic credit toward a degree from another institution must obtain approval from that institution before registering for courses at Flagler. In addition, visiting students must complete the Application for Admission, which is available at the Admissions Office in Hanke Hall.

Student activities are not available during the summer term. Because these services are not offered, tuition for the summer term is approximately 80% of the normal annual tuition when compared on a per-semester-hour basis.

Privacy of Student Records

The College makes every attempt to enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. This regulation, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them. It prohibits others, except faculty members or administrators who have “a need to know” and parents who claim their student as a dependent for tax purposes, from access to the student’s records, unless the student signs a waiver. This waiver, the “Release of Student Information Request” form, may be obtained from the Office of the Registrar or found online at http://my.flagler.edu/ics/Academics_Beta/Registrar_Office/. The “Release of Student Information” must be signed and submitted by the student and remains in effect until the student rescinds it in writing.

In accordance with the FERPA, Flagler College affords students certain rights with respect to their student records. They are:

1. The right to inspect and review the student’s educational records within 45 days from the College receiving the request for access. A “Request to Review Student Education Record” form is available in and must be submitted to the Office of the Registrar.
2. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personal identification information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position

(including campus safety and security personnel and health services staff a person with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest, if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of that official is: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Directory information may be released by the College without the student's written consent. Directory information may include student name, address, telephone number, date of birth, dates of attendance, degrees and awards received, the most recent previous educational institution attended, photographs, participation in officially recognized activities and sports, and the height and weight of athletes.

A student has the right to refuse permission to release any or all directory information without the student's prior written consent. The student must request in writing that the directory information not be released. A "Request for Non-Disclosure of Information" form is available in the Office of the Registrar. The student must notify the Registrar in writing each academic year of enrollment to deny the release of this information. The "Request for Non-Disclosure" must be signed and submitted by the student and remains in effect until the student rescinds it in writing.

Withdrawal from the College

A student who finds it necessary to withdraw (mid-semester or mid-term) from the College must complete an Official Withdrawal form which can be obtained from the Office of the Registrar. The withdrawal form requires the student to obtain signatures from the Office of Financial Aid, Office of Advising and Student Success, Office of Student Accounts, and the Office of the Registrar.

A student who withdraws during the semester will be assigned a grade of W or WF, depending upon their status at the time of their withdrawal. When a student leaves the College without following the proper procedures, his/her permanent record is marked as an "unofficial withdrawal." Students who do not adhere to the prescribed procedures for withdrawing are subject to automatic suspension and the assignment of failing grades in all courses.

Commencement

Flagler College commencement ceremonies and all officially-related activities are considered to be an integral part of the academic program. Accordingly, faculty, students, and

selected staff are expected to participate unless excused by the Vice President of Academic Affairs and Dean of the Faculty or the Associate Vice President of Academic Affairs. Members of the graduating class may not be graduated from Flagler College if they fail to participate in the commencement ceremony or other officially-related activities, to include rehearsals, unless they are excused by the Vice President of Academic Affairs and Dean of the Faculty or the Associate Vice President of Academic Affairs. Such excuses may be granted retroactively in the event of emergencies. Requests for graduating in absentia must be submitted on or before the date prescribed for submission of applications for graduation.

Application for Graduation

Once a student has earned at least 60 credit hours, he or she is eligible to submit an Application for Graduation to the Office of the Registrar. The application includes information on requirements to graduate with honors, how to change an anticipated graduation date, and how to request to participate in a spring commencement ceremony as an early walker. After students submit their applications, their degree requirements are reviewed. Students must submit their applications no later than the semester prior to their intended graduation semester.

Administrative Requirements for Graduation

Prospective graduates must submit an Application for Graduation to the Office of the Registrar. Information on this form is used to establish the student's anticipated degree date.

Additionally, prospective graduates will indicate how they want their names to appear on the diploma and in the commencement program. Students must complete this application the semester prior to their intended graduation semester.

All graduating seniors are required to participate in the commencement ceremony. Exceptions to this requirement must be approved in advance by the Office of Academic Affairs.

Early Participation in Spring Commencement Ceremony

The purpose of this policy is to set forth the conditions that must be satisfied by students who have not met all the requirements for graduation but who wish to march during the spring commencement ceremony.

Each year, several students complete their graduation requirements during the summer term and do not receive their diplomas until the end of the fall semester. In many cases, these students have completed all the requirements for their majors and need only elective credits to satisfy the requirement for graduation that students earn 120 semester hours.

Students who have not completed all the necessary requirements for graduation, but who wish to march in the spring commencement ceremony, must satisfy the following conditions:

1. The student must have completed at least 110 semester hours and must need no more than 10 semester hours to satisfy the graduation requirement.

2. The student must have completed all other degree requirements as specified in the Catalog, including the requirements for his or her primary major, as specified in the Catalog.
3. The student must have a minimum 2.3 cumulative grade point average.
4. The student must attempt to complete all degree requirements by the end of the summer term immediately following the spring commencement ceremony. The word attempt means the student has registered for the summer term.
5. Students majoring in Sport Management who will be completing their internship during the summer term will be allowed to participate in the spring commencement ceremony, provided they have completed all other degree requirements.

A student who meets these conditions and who wishes to march during the spring commencement ceremony must submit his or her request in writing to the Associate Vice President of Academic Affairs no later than February 1st. The Associate Vice President of Academic Affairs will confer with the Registrar to confirm that the student meets each of the conditions, as stated above, and that the student has registered for the requisite number of hours in the summer term. The Associate Vice President of Academic Affairs will decide whether to approve the student's request and will notify the student of the decision.

Additional Major After Graduation

Students who have earned a bachelor's degree from Flagler College may qualify for an additional major after graduation under the following circumstances:

1. Formal notification must be filed with the Office of the Registrar;
2. All requirements for readmission and departmental requirements for the major must be fulfilled.
3. Students must maintain a cumulative grade point average of 2.00 or higher.
4. Students must contact the Office of Business Services regarding tuition rates for Flagler College graduates (see "Tuition and Fees" section).

Transcript Request

1. Transcripts may be requested through the mail or in-person, using Flagler College's transcript request form. The required transcript fee is \$5.00 per official transcript. Payments will be accepted in cash, check, or money order, made payable to Flagler College. Credit card payments are not accepted.
2. Requests for unofficial transcripts will be accepted by fax at 904-829-6838.
3. If sending transcripts to different recipients, a separate form must be completed for each transcript request.
4. The completed form and payment must be sent to the campus you attended.

5. Transcripts may also be requested online through the National Student Clearinghouse at www.getmytranscript.com. Payments for online transcript requests will be accepted by credit card. Fees for transcripts requested online vary by delivery method.
6. Official Transcripts will not be issued until all holds are cleared with Office of Student Accounts and the Office of Financial Aid.
7. Transcript requests may take up to 10 business days to process.
8. Flagler College will forward the record of awarded academic course work completed at Flagler College. The College is not permitted by law to issue copies of documents from other institutions. Transcripts from other institutions must be ordered from original sources.

Flagler College Faculty Senate

The Flagler College faculty has the responsibility for the recommendation of general policies on academic matters including student admission and graduation standards, the college academic calendar, requirements for degrees, and the establishment or modification of any department or program. The Faculty Senate represents the teaching faculty in the exercise of its responsibility. The Faculty Senate may be advisory in other matters. The faculty also has the responsibility for the legislation of general policies concerning faculty matters such as the curriculum, faculty qualification, faculty duties and promotion, and the Faculty Handbook. The Faculty Senate represents the teaching faculty in the exercise of these responsibilities.

The Faculty Senate was formed in 2007 to represent the full time, teaching faculty of the college in matters impacting the faculty and the academic programs of the college. The Senate is composed of ten members elected by the faculty at large and departmental representatives chosen by the faculty members in each department. The Vice President of Academic Affairs is also a voting member. The Senate oversees the General Education curriculum and the requirements for majors and minors. It approves new courses and makes recommendations for changes to admission and graduation requirements. Much of the work of the Senate is done through its various committees. The Senate meets monthly through the fall and spring semesters; its meetings are open to the college community.





The Palm Garden adjacent to the former Hotel Ponce de Leon is a peaceful common area situated in the heart of St. Augustine.



PROGRAMS OF STUDY

In the following section, courses are listed alphabetically by area and subject. The special recommendations for each major are indicated immediately following the subject title. It should be noted that students typically choose their major by the end of the sophomore year and secure approval of their choice from the study area involved.

The College reserves the right to offer additional internships, independent studies, research assistantships, and selected topics courses beyond the course descriptions included in the Catalog.

**An asterisk following the subject title indicates that it is a major field of concentration.*

Academic Support Services (PDH)

PDH 240 – Selected Topics (1)

Offered when needed. Grading is P (Pass) or F (Fail).

PDH 340 – Selected Topics (1)

Offered when needed. Grading is P (Pass) or F (Fail).

PDH 440 – Selected Topics (1)

Offered when needed. Grading is P (Pass) or F (Fail).

Accounting* (ACC)

Accounting Major: Accounting is the management and communication of financial information for business and administrative decision-making. The major is designed to provide a common accounting and business foundation useful for a variety of student objectives. The place of accounting in decision-making is emphasized within the accounting curriculum, but students will also be expected to achieve a sound liberal education including strong communication skills, so that the successful graduate can both visualize accounting activities within broader organizational and social objectives and communicate information effectively. A total of 66 semester hours is required for the Accounting major. Students majoring in Accounting must satisfactorily complete:

Required Courses

| | |
|---------|------------------------------------|
| ACC 211 | Principles of Financial Accounting |
| ACC 349 | Intermediate Accounting I |
| ACC 350 | Intermediate Accounting II |
| ACC 359 | Managerial Accounting |
| ACC 360 | Cost Accounting |
| ACC 361 | Federal Income Tax |

| | |
|---------|---|
| ACC 371 | Accounting Information Systems |
| ACC 411 | Intermediate Accounting III |
| ACC 448 | Advanced Accounting |
| ACC 451 | Auditing |
| BUS 301 | Financial Management I |
| BUS 302 | Financial Management II |
| BUS 307 | Principles of Management |
| BUS 310 | Principles of Marketing |
| BUS 470 | Strategic Management |
| MIS 206 | Data Management for Business |
| LAW 310 | Legal Environment of Business |
| MAT 135 | College Algebra or MAT 161 Pre-calculus or MAT 201 Calculus I |
| MAT 223 | Statistics |
| ECO 201 | Principles of Macroeconomics |
| ECO 202 | Principles of Microeconomics |
| COM 101 | Speech Communication |

Accounting majors are also encouraged, but not required, to take MAT 201. Students should have completed ACC 211 and ECO 201 and 202 prior to their junior year.

Accounting Minor: The student must satisfactorily complete ACC 211, 212 plus 15 semester hours beyond this level including ACC 349, 350, and 411.

Requirements for CPA Licensure (Florida): The State of Florida requires 150 credit hours in order to obtain a Certified Public Accountant (CPA) license. Flagler College's current accounting curriculum is designed to meet the requirements to qualify to take the CPA examination (i.e., 120 hours), but not for licensure. Additional courses can be taken at Flagler College to satisfy the 150 credit hour requirement for licensure. To do so, the student must complete nine additional accounting credit hours by taking the following courses:

| | |
|---------|---|
| ACC 463 | Advanced Federal Income Tax |
| ACC 481 | Accounting Internship |
| ACC 440 | Selected Topics – Forensic Accounting and Fraud Examination |

Also, in addition to the general business courses required for the accounting major, the student must take nine additional general business education credits, which include courses in business, economics, finance, computers or statistics (computers and statistics limited to six hours each) that are upper level courses (300 or 400 level). This requirement would be reduced for any general business education electives taken as an undergraduate.

After the accounting and general business education credits have been satisfied, the student must take an additional amount of elective credits to complete the 150 hours. We encourage students to take courses that would be beneficial in the career they have chosen.

Although most states require 150 hours for licensure, the required specified courses may differ from Florida. A student who desires to obtain licensure in a state other than Florida would need to review the information provided by the state's board of public accountancy.

Accounting (ACC) Course Descriptions

ACC 211 – Principles of Financial Accounting (3)

Prerequisite: MAT 113 or placement. This course focuses on the identification of the fundamental concepts of financial accounting, including the accounting cycle, the accounting equation, and the four principle financial statements.

ACC 212 – Principles of Managerial Accounting (3)

Prerequisite: ACC 211. This course focuses on fundamental managerial accounting concepts, analyses, uses, and procedures. The emphasis is to help managers make better decisions. The specific course content includes: the statement of cash flows, financial statement analysis, cost-volume-profit analysis, cost allocation, activity-based costing, planning and control, product costing, and capital budgeting.

ACC 240 – Selected Topics (3)

An in-depth examination of a topic in accounting that is not covered in existing courses.

ACC 340 – Selected Topics (3)

An in-depth examination of a topic in accounting that is not covered in existing courses.

ACC 349 – Intermediate Accounting I (3)

Prerequisite: ACC 211. This course offers an in-depth study of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) as they relate to the role of accounting in society, preparation of financial statements, revenue recognition, and the time value of money.

ACC 350 – Intermediate Accounting II (3)

Prerequisite: ACC 349. This course offers an in-depth study of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) as they relate to business assets.

ACC 359 – Managerial Accounting (3)

Prerequisite: ACC 211. This course focuses on managerial accounting concepts, analyses, uses, and procedures. Managerial accounting is recognized as a tool for the development and implementation of business strategy. The emphasis is to help managers make better decisions. The specific course content includes: financial statement analysis, cost-volume-profit analysis, budgeting and variance analysis, pricing and cost management, the balanced scorecard, strategic profit analysis and capital budgeting.

ACC 360 – Cost Accounting (3)

Prerequisite: ACC 359. This course focuses on cost accounting concepts, analyses, uses, and procedures. Cost accounting is recognized as a tool for the costing of various cost objects. Cost allocation is emphasized throughout the course. The specific course content includes: inventory costing, job and process costing, activity-based costing, customer profitability and sales variance analysis, accounting for joint products, and transfer pricing.

ACC 361 – Federal Income Tax (3)

Prerequisite: ACC 211 and junior standing or approval of instructor. This course focuses on the introduction of federal income tax, research and planning. The course also addresses the fundamental elements of individual income tax, including the tax formula, concepts of gross income, income exclusions, deductions, adjusted gross income, exemptions, credits and property transactions. Fall semester.

ACC 371 – Accounting Information Systems (3)

Prerequisite: ACC 211. This course focuses on the design, operation and control of accounting information system applications, including the revenue, expenditure and conversion cycles. The course also addresses the integration of systems that process financial transactions with information systems that process primarily nonfinancial data. Fall semester.

ACC 391, 392, 393 – Accounting Independent Study (3, 3, 3)

Prerequisite: Junior standing. Work in special area of student interest, subject to departmental approval and supervision.

ACC 411 – Intermediate Accounting III (3)

Prerequisite: ACC 350. This course offers an in-depth study of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) as they relate to liabilities, stockholder's equity, earnings per share, accounting changes, and corrections of accounting errors.

ACC 440 – Selected Topics (3)

An in-depth examination of a topic in accounting that is not covered in existing courses.

ACC 448 – Advanced Accounting (3)

Prerequisite: ACC 411. This course offers an in-depth study of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) as they relate to the equity and consolidation methods of accounting for investments, partnerships, foreign currency transactions, and variable interest entities. This course also offers an examination of Governmental Accounting and Financial Reporting Standards as they relate to state and local governments. Spring semester.

ACC 451 – Auditing (3)

Prerequisites: ACC 371 and ACC 411, and senior standing or approval of instructor. This course focuses on the fundamental concepts of auditing and attestation as it relates to Generally Accepted Auditing Standards. The Auditor's Code of Professional Ethics and legal liability are also covered during the course. Other topics include developing audit program and procedures, consideration of internal controls, evaluation of audit evidence, and auditor's reporting responsibilities. Spring semester.

ACC 463 – Advanced Federal Income Tax (3)

Prerequisite: ACC 361. This course focuses on entity level taxation, including Corporations, Partnerships, S Corporations and Estates and Trusts. Concepts will include formation, operation and distributions of the various entity types as well as federal income tax reporting. This course will also address tax research and written communication skills. Spring semester.

ACC 481, 482, 483 – Accounting Internship (1-3, 1-3, 1-3)

Prerequisites: Junior standing with a minimum of 75 hours, with at least one full-time semester of credits earned at Flagler College prior to applying for the internship program; completion of ACC 211, 349, 350, and MIS 206; minimum of a 2.8 cumulative grade point average; submission of application for internship and other internship-related forms to the Internship Coordinator for approval prior to registering for classes. Practicum work experience that allows the student to apply theories learned in the classroom to a practical experience. Course requires a paper, two evaluations by the company supervisor of the accounting intern, a log, completion of work of 120 hours for three credits (or 80 hours for two credits, or 40 hours for one credit), and periodic meetings with the Internship Coordinator. Students can earn a maximum of six credit hours of ACC and/or BUS internship credit. A maximum of three hours of ACC or BUS internship credit may be counted as a required business elective course. For Accounting majors and minors only. These courses can be repeated with a different company, e.g. 481 can be taken twice, subject to availability and the coordinator's consent. These courses are graded on a Pass/Fail system. A fee is required for this course.

ACC 491, 492, 493 – Accounting Independent Study (3, 3, 3)

Prerequisite: Junior standing. Work in special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Advertising (ADV)

Advertising Minor: The Advertising Minor is designed to prepare students for productive careers in the ever-changing field of advertising by providing learning experiences in areas of study including business, communication, and graphic design.

Must complete a minimum of 18 hours including:

Required Courses

| | |
|-------------|---|
| ART 218 | Visual Culture |
| COM 208 | Introduction to Media |
| BUS/COM 318 | Principles of Advertising |
| BUS 101 | Introduction to Business Administration or ECO 202 Principles of Microeconomics |
| COM 308 | Advertising Writing |
| ART 230 | Graphic Design for the Non-Major or ART 204 Image Studio |

Anthropology (ANT)

Anthropology Minor: The Anthropology minor prepares students to function effectively in a culturally diverse environment. Anthropology is the systematic study of humanity from a holistic, cross-cultural, and historical perspective. It draws insights from a variety of perspectives, including the social sciences, the humanities, and the biological sciences. The minor in Anthropology aims to promote greater inter-cultural understanding. The minor, because of its flexibility, is designed to allow students to pursue their interest in a particular aspect of Anthropology, such as archaeology or cultural anthropology, and to customize their program to best complement majors in many other disciplines. Students with the minor in Anthropology must take a minimum of 18 hours in Anthropology as follows:

At least two courses from below

- ANT 201 Cultural Anthropology (3 hours)
- ANT 205 Physical Anthropology (3 hours)
- ANT 220 Archaeology (3 hours)

Condition for the minor: No more than six semester hours, or two courses may be transferred in to satisfy minor course requirements.

Anthropology (ANT) Course Descriptions

ANT 201WI – Cultural Anthropology (3)

Cultural anthropology is the study of the peoples of the world with special emphasis on non-Euro American small scale traditional societies. Includes family and social organization, ecology and economics, political structure, art, symbolic and religious systems, culture change, and modernization.

ANT 205 – Physical Anthropology (3)

Prerequisite: NAS 111. Physical anthropology studies humans as biological organisms (members of the Primate Order). This course provides an overview of the three major divisions of physical anthropology: anatomical and behavioral characteristics of living nonhuman primates; the fossil evidence for human evolution, including discussion of the origins of culture as a major adaptive characteristic of humankind; and examination of human variability today, including a discussion of race. This course is cross-listed as NAS 205.

ANT 220 – Archaeology (3)

A general introduction to the science of archaeology, with an emphasis on archaeological theory, data, analysis, and interpretation.

ANT 230 – Archaeology of the First Coast (3)

This course introduces students to the long and fascinating history of humans in the area around St. Augustine. This course will examine important archaeological sites and data that span the entire period of human occupation in the region, beginning

with the first humans to migrate to the area 12,000 years ago, including the arrival of Spaniards and the founding of St. Augustine, and continuing to present. Concepts and methods that are fundamental to the scientific study of archaeological remains will be introduced using specific case studies and datasets from the region.

ANT 305 – Advanced Cultural Anthropology: Comparative Cultures (3)

Prerequisite: ANT 201. This course examines the ethnographic process anthropologists use to study other cultures, the process of comparing two or more cultures, and the development of cultures over time to be what they are today. A methodology for engaging in culturally relative dialogue is introduced and then emphasized in all learning activities.

ANT 311 – Native Americans and the Native Caribbean (3)

Prerequisite: ANT 201 or ANT 220. This course is a survey of the origins and cultural development of indigenous people in North America and the Caribbean. Students will develop an understanding of the cultural diversity represented by indigenous societies of North America and the Caribbean, the development of these societies through time, and the consequences of colonization by Europeans on these societies.

ANT 313 – Indian Cultures of South America (3)

A study of indigenous cultures of South America, past and present, primitive groups and civilizations. This course is cross-listed as LAS 313.

ANT 315 – Indian Civilizations of Mesoamerica (3)

A study of the civilizations that arose in Middle America, with emphasis on Olmec, Maya, and Aztec. This course is cross-listed as LAS 315.

ANT 325 – Heritage Tourism (3)

This course explores the history of heritage tourism and its place in contemporary culture through a variety of material drawn from history, anthropology, and narrative non-fiction. Students examine the relationship between history and heritage, local and tourist on the cultural landscape. In addition to this academic perspective, the course uses St. Augustine as its classroom to assess challenges facing professionals in tourism and cultural resource management, including the marketing of historic places, the tensions between entertainment and education, and the problems of preservation and use. This course is cross-listed as HIS 325.

ANT 340 – Special Topics (3)

Offered when needed.

ANT 360 – Introduction to Forensic Anthropology (3)

Prerequisite: ANT 205. Forensic anthropology is a popular subject for TV crime dramas, but what do forensic anthropologists really do? This course is an introduction to the knowledge, methods, and skills applied by forensic anthropologists to identify human remains in a variety of medical and legal contexts. Via a series of case studies,

the course will cover topics such as general human osteology; skeletal indicators of age, sex, disease, trauma, and occupation; decomposition; and applications of forensic anthropology to crime scenes, mass disasters, and human rights cases.

ANT 370 – Methods in Archaeological Field Research (3)

Prerequisite: ANT 220. This course is an introduction to field methods in archaeology. Students will learn how archaeological research is undertaken including formulating questions to be investigated, designing a research strategy, undertaking data collection, conducting preliminary analysis of collections, and completing preliminary reports. Students will be engaged in hands-on training that will teach them skills in archaeological survey, excavation, and laboratory analysis, and provide experience in systematic investigations of archaeological remains. Students will learn methods employed in archaeological excavation of historic deposits that include planning and locating excavations, laying out excavation units, conducting controlled excavation, collecting and recording artifacts, recording features, keeping detailed notes on the excavation process, and undertaking preliminary analysis of artifacts in the laboratory.

ANT 371 – Archaeological Artifact Analysis (3)

Prerequisite: ANT 220. This is an introductory hands-on course in which students learn step-by-step how to identify and conduct visual analysis of archaeological materials. We will look at historic and prehistoric ceramics, historic glass, lithics, metals, flora and fauna. Students will put their newly acquired knowledge to use analyzing artifacts from a local excavation.

ANT 420 – Urban Anthropology (3)

Prerequisite: ANT 201. Urban anthropology is the study of human beings and their cultural institutions in cities. The focus of the course will be on urbanism (i.e., how large, dense, heterogeneous settlements shape behavior) and urbanization. We will look at the strategies people, both as individuals and in groups, use to cope with the demands posed by urban environments. The approach will be comparative, drawing on research completed in all parts of the world. In the last third of the course, we will focus on our own society as we examine the rise and decline of American cities and towns.

ANT 440 – Special Topics (3)

Offered when needed.

ANT 471 – Archaeology Fieldwork (1-6)

Prerequisite: Permission of instructor. This course provides a foundation in current methods and theories of historical archaeology, and offers a solid introduction to the practical skills of site survey, excavation, recording data, and laboratory procedures. Participants will have the opportunity to work with state-of-the-art equipment and software. In addition to practical training, there will be a number of field trips to local archaeology sites. The course includes weekly readings on topics in historical



archaeology; lectures by staff and noted authorities covering such topics as landscape history, material culture, and local history; professional opportunities in historical archaeology; and the role of public archaeology.

ANT 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and research activities.

ANT 481, 482, 483 – Anthropology Internship (1-6, 1-6, 1-6)

Prerequisite: Minimum GPA of 2.5 and permission of instructor. Practicum experience in anthropology for students interested in archival anthropological research; applied anthropology; or field research in archaeology, physical anthropology, or cultural anthropology. Designed for students who plan to pursue anthropology-related occupations or graduate training in anthropology. This course is graded on a Pass/Fail system.

ANT 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

This course is graded on a letter grade system.

Arts Administration (ARA)

Arts Administration Minor: The Arts Administration Minor is an interdisciplinary study that will provide opportunity for collaboration between several

majors: Theater, Fine Art, Graphic Design, Art History, and Business Administration. Its purpose is to prepare students for roles as leaders and/or entrepreneurs in designing, implementing and managing cultural activities. Additionally, the minor seeks to provide opportunities to pursue positions in organizations such as performing arts venues and art museums, profit and not-for-profit theatrical companies and art galleries, marketing and ticketing agencies, educational arts and theater programs, and other private and public arts organizations. Students completing the minor will also be poised to pursue graduate study in Arts Administration.

Students will study fundamentals of the theory and practice of arts administration, including a study of various types of arts organizations, arts management, fundraising and strategic planning. Additionally, students will study theory and applied methods in of the arts, as well as business practices and data management. Lastly, students will gain practical experience in an art based project applying concepts and practices of Arts Administration. The minor requires a minimum of 27 credit hours.

Required Courses

- ARA 201 Introduction to Arts Administration (3)
- ARA 202 Practices of Arts Administration
- BUS 101 Introduction to Business
or ECO 202 Principles of Microeconomics (3)

Choose one from below

- THA 201 Introduction to Theatre and Dramatic Literature (3)
- THA 221 Theatre History I (3)
- THA 222 Theatre History II (3)
- ART 218 Visual Culture (3)
- ART 251 Survey of Art History I (3)
- ART 252 Survey of Art History II (3)
- COM 208 Introduction to Media (3)
- MUS 101 Music Appreciation (3)

Choose one from below

- THA 205 Acting I (3)
- THA 207 Tech I with co-requisite THA 177 Tech I Lab (3)
- THA 233 Introduction to Theatrical Design (3)
- ART 105 Drawing and Composition (4)
- ART 204 Image Studio (4)
- ART 225 Two-Dimensional Materials and Concepts (4)
- ART 226 Three Dimensional Materials and Concepts (4)
- ART 230 Graphic Design for the Non-Major
- ART 241 Photography (4)

Choose two from below

- ACC 211 Principles of Financial Accounting (3)
- BUS 307 Principles of Management (3)
- BUS 310 Principles of Marketing (3)
- BUS 461 Human Resource Management (3)
- BUS/ENT 322 Social Entrepreneurship (3)
- LAW 310 Legal Environment of Business
or COM 224 Foundations of Public Relations or COM 420 Media Law (3)

Choose one from below

- MIS 206 Data Management for Business (3)
- BUS/MIS 303 Management Information Systems (3)
- MIS 323 Web Application Development for Business (3)

Choose one from below

- BUS 409 Entrepreneurship and New Ventures (3)
- THA 335 Children's Theatre (3)
- ART 415 Gallery Management (3)
- ART/THA 481 Internship (3-4)
- THA 494 Directed Studies in Theatre (3-4 credits)

Arts Administration (ARA) Course Descriptions**ARA 201 – Introduction to Arts Administration (3)**

Pre-requisites: ENG 152WI / 172WI. This course is an introduction to the theory and practice of arts administration, particularly focused on the structures of, and opportunities within, arts organizations. The course will cover: types of arts organizations, career options, resume development, organizational structure, governance, fundraising, marketing, and strategic planning. Covering a range of perspectives in arts management, from art museum and gallery opportunities, to lines of work in the theatre, Introduction to Arts Administration provides a firm foundation for all other courses in the program.

ARA 202 – Practices of Arts Administration (3)

Prerequisite: ARA 201. As a continuation of Introduction to Arts Administration, Practices of Arts Administration will focus on the following areas: community engagement, education and outreach, ethics and legal concerns, human resources, advocacy and public policy, program evaluation, and strategic planning. The course will also give particular emphasis on grantsmanship and economic development, including discussion of establishing a non-profit. Students will have the opportunity to work in detail on projects related to their particular area of interest in arts management: arts non-profit, art museums and/or galleries, theatre, or music industry.

Art & Design* (ART)

The Flagler College Department of Art and Design challenges students to cultivate individual creativity, critical reflection, historical consciousness, and respect for the free exchange of ideas. The faculty is dedicated to excellence in teaching, creative research, and interdisciplinary approaches to learning.

Art History Major: The Art History major provides students with an opportunity to study and gain a deeper appreciation of the culturally diverse histories of art. Art History majors will engage in written critical analysis while learning key figures, movements, terminology, and critical concepts. The Art History major aims to prepare students for careers in Art History – within museums, galleries, and publishing – as well as for terminal degrees in the field at the Master's and Doctoral levels. Students majoring in Art History are required to take a minimum of 43 hours.

Required Courses

| | |
|---------|---------------------------|
| HIS 101 | Western Civilization I |
| HIS 102 | Western Civilization II |
| ART 105 | Drawing and Composition I |
| ART 218 | Visual Culture |
| ART 251 | Survey of Art History I |
| ART 252 | Survey of Art History II |
| ART 352 | Art History III |
| ART 470 | Senior Thesis |

Students must also complete one semester in French, German, Italian, Latin, or Greek (it is strongly recommended they complete more hours in a foreign language.) Students must also choose four electives from the following: ART 361, 362, 363, 364, 365, 366, 367, 368, or an ART 340 pertaining to Art History; and one elective from: ART 409, ART 440 pertaining to Art History, ART 491, or 492.

Graphic Design Major: A minimum of 65 credit hours.

Required Courses

| | |
|---------|--|
| ART 105 | Drawing and Composition I |
| ART 106 | Drawing and Composition II |
| ART 204 | Image Studio |
| ART 218 | Visual Culture |
| ART 225 | Two-Dimensional Materials and Concepts |
| ART 226 | Three-Dimensional Materials and Concepts |
| ART 227 | Type Studio I |
| ART 228 | Design Methodologies |
| ART 229 | Branding |
| ART 252 | Survey of Art History II |
| ART 335 | Web Design Studio |

- ART 352 Art History III
- ART 435 Interactive Design Studio
- ART 436 Advertising Design
- ART 495 Design Portfolio

Students must also choose two electives from the following: ART 241, 320, 325, 327, 329, 337, 338, 339, 340, 341, 348, 356, 426, 433, 440.

Fine Arts Major: A minimum of 62 semester hours is required.

Required Courses

- ART 105 Drawing and Composition I
- ART 106 Drawing and Composition II
- ART 218 Visual Culture
- ART 225 Two-Dimensional Materials and Concepts
- ART 226 Three-Dimensional Materials and Concepts
- ART 251 Survey of Art History I
- ART 252 Survey of Art History II
- ART 302 Painting I
- ART 304 Contemporary Drawing Practices
- ART 305 Sculpture
- ART 352 Art History III
- ART 496 Exhibit Portfolio I

Plus an additional 18 hours of Fine Art studio electives and/or approved art courses. Please see electives listed under Bachelor of Fine Arts Degree, below.

Bachelor of Fine Arts Degree in Fine Arts: The Art Department offers a Bachelor of Fine Arts degree (BFA) in the Fine Arts Program at Flagler College in addition to the Bachelor of Arts degree (BA).

Students in the BFA Program have increased opportunity for advanced independent studio research within the Fine Arts curriculum. This program is recommended for students who plan to pursue advanced studies in a Master of Arts (MA) or Master of Fine Arts (MFA) program.

The BFA is a selective program. The BFA Portfolio Review is held in the fall and spring semesters of each academic year. Transfer students may apply for admission to the program after their first semester at Flagler College. Applicants are selected based upon the quality of their portfolio, grades, and faculty recommendations. Students enrolled in the BFA are required to take a minimum of 79 hours.

Required Courses

- ART 105 Drawing and Composition I
- ART 106 Drawing and Composition II
- ART 218 Visual Culture
- ART 225 Two-Dimensional Materials and Concepts

- ART 226 Three-Dimensional Materials and Concepts
- ART 251 Survey of Art History I
- ART 252 Survey of Art History II
- ART 302 Painting I
- ART 304 Contemporary Drawing Practices
- ART 305 Sculpture
- ART 352 Art History III
- ART 496 Exhibit Portfolio I
- ART 497 Exhibit Portfolio II (BFA)

Fine Art Studio Electives / Approved Art Courses (31 credits)

- ART 204 Image Studio (4)
- ART 241 Photography I (4)
- ART 308 Figure Drawing (4)
- ART 310 Metals (4)
- ART 315 Ceramic Sculpture (4)
- ART 318 Figure Painting (4)
- ART 325 Illustration I (4)
- ART 337 Screen Printing (4)
- ART 338 Intaglio Printing (4)
- ART 339 Relief Printing (4)
- ART 340 Special Topics (4)
- ART 341 Photography II (4)
- ART 348 Book Arts (4)
- ART 402 Painting II (4)
- ART 405 Sculpture II (4)
- ART 408 Figure Drawing II (4)
- ART 409 Art Study Abroad (1-4)
- ART 410 Study Away New York (1)
- ART 418 Installation and Site-Specific Art (4)
- ART 433 Video Art (4)
- ART 434 Socially Engaged Art (4)
- ART 440 Selected Topics (4)
- ART 491 Independent Study (1-4)
- ART 492 Independent Study (1-4)
- ART 493 Independent Study (1-4)

Fine Arts Minor: A minimum of 27 semester hours.

Required Courses

- ART 105 Drawing and Composition I
- ART 106 Drawing and Composition II
- ART 225 Two-Dimensional Materials and Concepts
- ART 226 Three-Dimensional Materials and Concepts

Two Fine Art studio electives from the 300 level or above.

Choose one course from below

- ART 251 Survey of Art History I
- ART 252 Survey of Art History II
- ART 218 Visual Culture

Art History Minor: A minimum of 21 hours.

Required Courses

- HIS 101 Western Civilization I
- HIS 102 Western Civilization II
- ART 218 Visual Culture
- ART 251 Survey of Art History I
- ART 252 Survey of Art History II

Plus two of the following electives: ART 328, 340, 352, 361, 362, 363, 364, 365, 366, 367, 368, 409, 428, 440, 452, 491/492.

Graphic Design Minor: A minimum of 23 hours consisting of:

Required Courses

- ART 105 Drawing and Composition I
- ART 204 Image Studio
- ART 218 Visual Culture
- ART 225 Two-Dimensional Materials and Concepts
- ART 227 Type Studio I
- ART 228 Design Methodologies

Illustration Minor: A minimum of 31 hours consisting of:

Required Courses

- ART 105 Drawing and Composition I
- ART 106 Drawing and Composition II
- ART 204 Image Studio
- ART 225 Two-Dimensional Materials and Concepts
- ART 325 Illustration I
- ART 308 Figure Drawing

and two courses from the following: ART 302, 318, 348, 426.

Advertising Minor: See Advertising section for required courses.

Art Education Major: See Education section for required courses.

Arts Administration Minor: See Arts Administration section for required courses.

Film Studies Minor: See Film Studies section for required courses.

Foundation Program for Fine Art and Graphic Design: The Foundation Program in Art at Flagler College represents a series of interrelated courses that provide a consistent and comprehensive set of skills and concepts that represent an essential foundation for the successful art student. The set of skills and concepts include:

1. Competence in observational and expressive drawing techniques.
2. The ability to demonstrate organizational skills based on the elements of art and principles of design.
3. Visual literacy based upon conceptual frames of reference.
4. The skillful use of a variety of art materials
5. The skills necessary to present and explain their work
6. A working knowledge of the history of art and the role of art history in their own creative development
7. Disciplined work habits and time management skills

The Art Foundation Program at Flagler College includes the following courses:

| | |
|---------|--|
| ART 105 | Drawing and Composition I (4) |
| ART 106 | Drawing and Composition II (4) |
| ART 218 | Visual Culture (3) |
| ART 225 | Two Dimensional Materials and Concepts (4) |
| ART 226 | Three Dimensional Materials and Concepts (4) |
| ART 251 | Survey of Art History I (3) (only required for Fine Arts Majors) |
| ART 252 | Survey of Art History II (3) |
| ART 352 | Art History III (3) |

All students majoring in Fine Art or Graphic Design must take these courses as a foundation for upper division courses. Students transferring to Flagler College from another institution must take the foundations curriculum at Flagler College. Any exemptions from this requirement must be approved by the Art and Design Department Chair.

Advisement: Not all courses can be offered every semester. Accordingly, students are advised to carefully plan their program of study.

Prerequisites: No prerequisites are required unless so stated; exceptions to prerequisites may be made with departmental approval. All exceptions must be approved in writing by the Department Chair.

Transfer Students: All transfer students majoring in Fine Art or Graphic Design are required to complete the foundations curriculum at Flagler College with the exception of ART 105. All exemptions from this requirement must be approved in writing by the Department Chair. No 300 or above level credits are transferable without permission of the chair. Transfer students or students who change their major may experience delayed graduation. The transfer student in Graphic Design should expect to complete their degree in no less than five (5) semesters.

Students enrolled in the Graphic Design major at Flagler College must follow a sequential ordering of course curriculum. It is highly advisable for all Graphic Design majors to consult their academic advisor for an accurate graduation date.

Special Fees: Some studio art courses will require a lab fee to cover the cost of supplies used by students enrolled in the course. Most studio courses require students to purchase specific art supplies. A list of these required supplies will be included in the course syllabus, which is distributed at the beginning of each course.

Students will need to pre-purchase all color and black-and-white prints. Each student is given a \$50 starting balance for all classes combined. All print balances return to \$50 at the beginning of each semester. It is the responsibility of the student to maintain a print balance from that point on by paying in advance for prints online by visiting <https://print.flagler.edu>.

Art and Design (ART) Course Descriptions

ART 105 – Drawing and Composition I (4)

An introductory course in drawing, designed to develop the ability to perceive and translate visual phenomenon. This course is required for all art and design majors as preparation for all other art courses.

ART 106 – Drawing and Composition II (4)

Prerequisite: ART 105. An exploration of advanced perceptual and conceptual drawing problems in a variety of mediums.

ART 204 – Image Studio (4)

Prerequisites: ART 105. A studio course that focuses on digital imaging techniques for graphic design. Projects involve creating and editing digital images, exploring a range of digital illustration styles, understanding copyright, and other production-related issues. The course provides an introduction to several Adobe applications, including but not limited to Illustrator and Photoshop. While skills development and technical knowledge are emphasized, design theory underpins the course. Successful completion of the course will require a solid understanding of design elements and a thoughtful application of design principles.

ART 218 – Visual Culture (3)

Visual culture introduces students to an array of image-based practices with an emphasis on methods through which images are interpreted. The course introduces students to key concepts and histories from an eclectic range of visual arts, including art, film, and design. A focus is placed on cultivating an informed and critically engaged viewer, in order to empower and enrich individual visual experience, and to cultivate visual literacy. This course is cross-listed as COM 218.

ART 225 – Two-Dimensional Materials and Concepts (4)

An exploration of a variety of two-dimensional art and design practices through analysis, synthesis, and experiential studio methods.

ART 226 – Three-Dimensional Materials and Concepts (4)

An exploration of a variety of three-dimensional art and design practices through analysis, synthesis, and experiential studio methods.

ART 227 – Type Studio 1 (4)

Prerequisites: ART 105, ART 204, ART 218, and ART 225. Type Studio 1 explores of the role that typography plays in shaping the form and content of visual communication. Through a series of studio projects and exercises that introduce letterforms and text in relation to images, texture, color, hierarchy, and grid structures, students will explore a variety of design problems and build skills in communicating visual meaning. Lectures and demonstrations will introduce history, theory, and practical uses of typography. Class critiques and discussions will augment lectures and demonstrations.

ART 228 – Design Methodologies (4)

Prerequisites: Art 105, ART 204, ART 218, and ART 225. This studio course explores methods and processes of graphic design problem solving and innovation, responding to the changing world paradigm of collaborative and integrative thinking. Students will explore and gain understanding on how to define communication problems; evaluate analytical, synthetic, and intuitive approaches to problem solving; develop critical thinking, oral presentation, and writing skills. Emphasis is placed on the appropriateness of form to a given context.

ART 229 – Branding (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, and ART 227. An advanced studio/lecture course that focuses on the principles of brand development and application. Throughout the course, students explore the discipline of branding through design problems that integrate research, concept development, ideation, and design. Brand applications include a variety of two-dimensional and three-dimensional formats. All major aspects of visual identity, the brand experience, logotypes, typographic sets, color palettes, photographic and illustration styles, and appropriate project presentation formats will be emphasized.

ART 230 – Graphic Design for the Non-Major (4)

An introductory course to the field of graphic design for the student who does not intend to pursue a major in Graphic Design.

ART 240 – Selected Topics (3-6)

Offered when needed.

ART 241 – Photography I (4)

A basic studio art course in creative black & white and color photography involving basic camera techniques and digital imaging processes. Students are required to furnish their own Digital Single Lens Reflex (DSLR) camera and supplies. A lab fee is required for this course.

ART 251WI – Survey of Art History I (3)

A survey of artistic achievements from prehistoric times to the Renaissance.

ART 252WI – Survey of Art History II (3)

A survey of artistic achievements from the Renaissance to the 20th century.

ART 302 – Painting I (4)

Prerequisites: ART 105, ART 106, and ART 225. An introduction to painting with oils using observation as a starting point and exploring contemporary approaches to the medium.

ART 304 – Contemporary Drawing Practices (4)

Prerequisites: ART 105, ART 106, ART 225, and ART 226. An advanced drawing course in which a variety of formal and conceptual problem solving approaches are explored. Emphasis is given to studio experimentation and the development of an individual, contemporary approach to the drawing process.

ART 305 – Sculpture I (4)

Prerequisites: ART 105, ART 106, ART 225, and ART 226. An introduction to three dimensional expression through a variety of materials and techniques. A lab fee is required for this course.

ART 308 – Figure Drawing (4)

Prerequisites: ART 105, ART 106, ART 225, and ART 226. The study of the human figure through life drawing, incorporating a variety of media and techniques of representation. A lab fee is required for this course.

ART 310 – Metals (4)

Prerequisites: ART 105, ART 106, ART 225, and ART 226. This course is an exploration of perceptual and conceptual sculpture methods implementing metal. It is designed to further increase knowledge in sculpture fabrication, three-dimensional innovation, conceptual invention, and problem solving skills. Students will be presented with a variety of three-dimensional methods that will challenge the way that they perceive objects, the way they manipulate forms, and think about design. Students will develop personal strategies and methods of creation within the freedom of the decision making process. Lastly, students in this class will develop the necessary skills needed to constructively debate and critique art.

ART 315 – Ceramic Sculpture (4)

Prerequisites: ART 105, ART 106, ART 225, and ART 226. A studio art course that develops individual conceptualization in sculpture with clay as the primary material of exploration. Hand building techniques are used with earthenware clay and commercial colorants/glazes are explored. The firing process is low-fire, electric.

ART 318 – Figure Painting (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226, ART 302. This course is an advanced studio exploration of the human figure through painting. A variety of material and conceptual approaches will be explored. A lab fee is required for this course.

ART 320 – Print Production (3)

Prerequisite: ART 204. A lecture course designed for Graphic Design majors to introduce them to the complex processes that are involved with printing technology

in the graphics industry. Emphasis will be given to teaching students how a work of graphic design is produced as a finished printed product.

ART 325 – Illustration I (4)

Prerequisites: ART 105, ART 106, ART 204, and ART 225. This course is designed to give the student a working knowledge of the basic tools and concepts involved in illustrative drawing and design. Projects will include problems that develop techniques commonly used in commercial illustration, such as illustration for children's books, advertising, and editorial illustration.

ART 327 – Type Studio 2 (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 227, ART 228. Building on the fundamentals of typographic form and function introduced in Type Studio 1, this course extends and applies basic vocabulary and understanding to more complex problems that address typographic, hierarchy, composition, context, sequence, and gestalt. Through a focused series of learning modules, students explore how typography behaves across media. Principles of information design, including cognition, communication, and aesthetics, will be examined as they relate to both print and digital publications. Increasingly complex typographic systems are implemented in multi-page and time-based projects. Format, identity, audience, content development, and emerging trends are addressed.

ART 328 – American Architectural History (3)

This course focuses on an introduction to and analysis of architectural styles in the United States emphasizing settlement through the 1950s, including residential, commercial, and industrial buildings. Included will be examples from Canada and the Bahamas as well as buildings in St. Augustine and Florida. Construction techniques, artistic details, materials, and craftsmanship will also be presented. This course is cross-listed as HIS 328.

ART 329 – Package Design (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, ART 228, ART 229. This course focuses on three-dimensional design as it applies to product containers. Type, layout, design, and form are fully explored to create commercial packaging. All design problems are carried through from concept to three-dimensional package. Focus will be placed on the practical and aesthetic demands placed upon designers of three-dimensional sustainable products. The relationship between form and function will be addressed, as well as the relationship between creativity and cost-effective packaging requirements. Construction methods, sustainable material choices, and three-dimensional problem solving will be combined with the application of surface graphics, both on marker renderings and full color comps.

ART 335 – Web Design Studio (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, and ART 228. An advanced studio/lecture course that focuses on the principles and structural flow of interface design, content development prototyping, and web delivery

for on-screen devices. Topics include identifying user, client, and design goals; defining information architecture; balancing functionality and aesthetics, optimizing media; designing for multiple devices; writing for the web; and designing for usability and accessibility. Throughout the course, students design and develop websites utilizing a variety of software applications and code resources, such as HTML, CSS, and jQuery.

ART 337 – Screen Printing (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226. This course explores the various techniques involved in the screen printing process.

ART 338 – Intaglio Printmaking (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226. Introduces students to the methods and techniques of Intaglio printmaking.

ART 339 – Relief Printmaking (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226. Introduces students to the methods and techniques of relief printmaking.

ART 340 – Selected Topics (1-4)

Prerequisite: Junior standing or permission of instructor. An in-depth study or special learning opportunity with subject matter or visual media not normally offered in the Art curriculum.

ART 341 – Photography II (4)

Prerequisites: Fine Art, Art Education, or Graphic Design major or minor and ART 241. An advanced course in creative digital imaging. A lab fee is required for this course.

ART 348 – Book Arts (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226. This course introduces the student to the book as a medium of artistic expression both in terms of the content of the book and its formal or sculptural potential. Students will learn about the basic structure of books and their historic context as well as the aesthetic potential of the book as a contemporary art form.

ART 352 – Art History III (3)

Prerequisites: ART 218 and ART 251 or ART 252. A survey of Modern and Contemporary Art.

ART 356 – Environmental Graphic Design (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, ART 228. An advanced studio/lecture course that focuses on the creation and production of environmental graphics and signage/wayfinding design systems. Critical creative skills and advanced technical skills will be developed by way of producing comprehensive, professional-level work.

ART 361 – Ancient Mediterranean Art (3)

Prerequisites: ART 218 and ART 251. This course covers the art of the West from ancient Egypt, through the Bronze Age Aegean cultures, Iron Age Greece, and the Roman Empire.

ART 362 – Italian Renaissance and Baroque Art (3)

Prerequisites: ART 218 and ART 252. This course explores the visual art and architecture created in present day Italy from c. 1300 to 1700 A.D.

ART 363 – Northern Renaissance and Baroque Art (3)

Prerequisites: ART 218 and ART 252. This course looks at the painting, sculpture, and architecture of northern Europe from c. 1350 to c. 1750, with a particular focus on Germany and the Lowlands from 1450-1700.

ART 364 – Latin American Art and Visual Culture (3)

Prerequisites: ART 218 and ART 251 or ART 252. A survey of Latin American art and visual culture from the period of European conquest to the present.

ART 365 – European Modernism, 1840-1907 (3)

Prerequisites: ART 218 and ART 251 or ART 252. A survey of European modern art between 1840-1907.

ART 366 – European Modernism, 1907-1940 (3)

Prerequisites: ART 218 and ART 251 or ART 252. A survey of European modern art between 1907-1940.

ART 367 – History of Photography (3)

Prerequisites: ART 218 and ART 251 or ART 252. A survey of the history of photography from 1839 to the present.

ART 368 – Art of Oceania, Africa, and the Native Americas (3)

Prerequisites: ART 218 and ART 251 or ART 252. An exploration of the myriad artistic traditions outside of the Western tradition and not including China, Japan, and the Indian sub-continent.

ART 402 – Painting II (4)

Prerequisites: ART 105, ART 106, ART 225, ART 302. An advanced studio course in which both formal and conceptual painting issues are explored. Emphasis is given to the development of an individual, contemporary approach to painting.

ART 405 – Sculpture II (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226, ART 305. An advanced course in sculpture, using a variety of media and techniques. Students will be encouraged to develop a personal direction in their work. A lab fee is required for this course.

ART 408 – Figure Drawing II (4)

Prerequisites: ART 105, ART 106, ART 225, ART 226, ART 308. An advanced course in figure drawing, using a variety of media and techniques. A lab fee is required for this course.

ART 409 – Art Study Abroad (1-4)

Prerequisite: Departmental approval. An advanced program of study in art history and/or studio art that is destination specific.

ART 410 – Study Away New York (1-3)

A four-day intensive study away program designed to broaden students' knowledge of historical and contemporary art practice. Completed through visiting major museums, prominent gallery districts, and meeting professionals working in the art world. Students will be evaluated on their attendance, their preparation through reading prior to the trip and on their research into artists and completion of written requirements following the trip. This one credit course may be repeated for up to three credits, however, preference is given to first-time students.

ART 415 – Gallery Management (3)

Pre-requisites: Junior standing or instructor permission. An introduction to managing and planning fine art exhibitions. The course focuses on the theory and practice of curating fine art in non-profit and forprofit environments, as well as in preparing, marketing, and promoting exhibitions.

ART 418 – Installation and Site-Specific Art (4)

Pre-requisites: ART 226, ART 305. An advanced studio course that explores the transformation of space. Students develop ideas with regard to an environment and produce work that reaches beyond the traditional viewing of art objects as individual works.

ART 426 – Illustration II (4)

Prerequisites: ART 325. This course will introduce experienced students to advance problems associated with contemporary professional illustration.

ART 428 – Historic Preservation (3)

Utilizing the resources of St. Augustine, the course will address the following topics: history of the preservation movement; public policies and private initiatives; legal considerations; research, investigation and documentation methods; strategies and techniques for preserving properties; disaster preparedness and recovery; code considerations; and ADA compliance. Cross-listed with HIS 428 and taught by History faculty.

ART 433 – Video Art (4)

Prerequisite: Junior standing or instructor permission. In this studio students will use digital technology to create and analyze video art with an emphasis on personal expression and experimentation. Students will become familiar with historic and contemporary video art practice through screenings and class discussions. Students will explore basic editing software techniques in order to produce individual creative projects.

ART 434 – Socially Engaged Art (4)

Prerequisite: Junior standing or permission of instructor. Socially Engaged Art explores relationships between artist, viewer, and social context. Rather than specializing in any one

approach to making artifacts, students in this course will consider and craft art experiences that serve as agents of human interactivity, dialogue and/or political change.

ART 435 – Interactive Design Studio (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, ART 228, ART 229. An advanced studio/lecture course that focuses on the principles of interaction design and human-centered design. Throughout the course, students will develop interactive multimedia applications with advanced functionality. Projects involve problem finding, user research, concept creation, prototype testing, and the presentation of final solutions. A variety of software applications will be utilized for interface design, animation, audio, and video. Contemporary issues affecting web design and development will also be examined.

ART 436 – Advertising Design (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, ART 228, ART 229. An advanced studio/lecture course that focuses on innovative problem-solving communication strategies in advertising media, including brand and target audience research, market positioning and the communication of an over-arching brand message across print, television, web, tablet, mobile, and other advertising media. Group role-play projects involve students in a field-relevant team-building experience. Consumer product, public service, and cross-promotional campaigns are planned and students are expected to explain, justify, and persuasively present comprehensive advertising plans before feedback is given from creative director and client perspective. Course projects are designed to encourage students to seek out dynamic and unique problem-solving strategies critical to success in the rapidly changing field of advertising design.

ART 440 – Selected Topics (1-4)

Prerequisite: Junior standing or consent of instructor. An in-depth study or special learning opportunity with subject matter or visual medium not normally offered in the Art curriculum.

ART 470 – Senior Thesis (3)

Prerequisite: Senior standing or permission of instructor. This class is the capstone course designed to address art historical methods and to provide an avenue for the discussion, revision, and completion of the Senior thesis, a research project pursued independently by each Art History major. As a culmination of the Art History major, this course offers guidance and supervision for the Senior Thesis, and is equally a setting for the demonstration of shared knowledge attained while studying Art History at Flagler College.

ART 477 – Studio Assistant (1)

Prerequisite: Faculty permission. Selected students are assigned to assist the Art Department faculty in the management of studio courses.

ART 481, 482, 483 – Internship (1-4, 1-4, 1-4)

Prerequisites: Department Chair permission and a minimum grade point average of 3.0

Fine Art Internship: Real world experience is gained by the fine arts student in museum, gallery work, or special interest assignments.

Graphic Design Internship: Valuable work experience is gained while working in a graphic design studio. This course is graded on a Pass/Fail system.

ART 491, 492, 493 – Independent Study (1-4, 1-4, 1-4)

Prerequisites: Department approval and a minimum grade point average of 3.0. This course is graded on a letter grade system.

ART 495 – Design Portfolio (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, ART 228, ART 229, ART 335, ART 436. An advanced studio/lecture course that focuses on the development of a professional-level portfolio for entry into the Graphic Design job market. Upon completion, portfolios will be reviewed by visiting professionals from the design and advertising field.

ART 496 – Exhibit Portfolio I (4)

Prerequisites: Fine Art major and senior standing. An advanced studio/lecture course that focuses on the development of a consistent body of work for the senior exhibition in the Crisp-Ellert Museum. Students will be required to prepare an artist's statement, professional portfolio, and resume.

ART 497 – Exhibit Portfolio II (BFA) (4)

Prerequisites: Fine art major, acceptance into the BFA program, and ART 496. An advanced level studio/lecture course designed for BFA students only, as preparation for their BFA exhibition in the Crisp-Ellert Museum. Students will be required to prepare an artist's statement, professional portfolio, and resume.

Business Administration* (BUS)

Business Administration Major: A total of 63 semester hours is required for the Business Administration major. Students must satisfactorily complete:

Required Courses

| | |
|---------|-------------------------------------|
| ACC 211 | Principles of Financial Accounting |
| ACC 212 | Principles of Managerial Accounting |
| BUS 230 | Quantitative Methods in Business |
| BUS 301 | Financial Management I |
| BUS 302 | Financial Management II |
| BUS 303 | Management Information Systems |
| BUS 307 | Principles of Management |
| BUS 310 | Principles of Marketing |
| BUS 470 | Strategic Management |
| ECO 201 | Principles of Macroeconomics |
| ECO 202 | Principles of Microeconomics |

| | |
|---------|---|
| MIS 206 | Data Management for Business |
| LAW 310 | Legal Environment in Business |
| MAT 135 | College Algebra or MAT 161 Pre-calculus or MAT 201 Calculus I |
| MAT 223 | Statistics |

Students also must complete 15 hours of 300 or 400 level electives in Business Administration. At least six hours of these electives must be at the 400 level. Six of the 15 hours of BUS electives may be selected from any 300 or 400 level BUS course offered. One 300 or 400 level elective (three hours) must be selected from each of the following categories of courses:

International Business: BUS 430, 450, 471, ECO 331.

Marketing: BUS 312, 315, 318, 416, 417, 462, 471, 472.

Management: BUS 309, 353, 408, 409, 420, 441, 461, 474, LAW 311.

In addition, one three-hour ECO elective at the 300 level or higher must be completed. (Note that ECO 331 will not meet both the International Business and additional three-hour ECO elective requirements.) Students are strongly encouraged to complete ACC 211, 212, BUS 230, ECO 201, 202, and MAT 135 or 161 or 201, and 223 prior to their junior year. Juniors and seniors who are majoring in Accounting and/or Business Administration may not enroll in 100 level BUS courses.

Finance Major: A total of 60 semester hours is required for the Finance major. Students must satisfactorily complete:

Required Courses

| | |
|---------|---|
| ACC 211 | Principles of Financial Accounting |
| ACC 349 | Intermediate Accounting I |
| ECO 201 | Principles of Macroeconomics |
| ECO 202 | Principles of Microeconomics |
| ECO 311 | Intermediate Microeconomics OR ECO 420 Managerial Economics |
| ECO 312 | Intermediate Macroeconomics |
| BUS 301 | Financial Management I |
| BUS 302 | Financial Management II |
| ECO 321 | Money & Banking |
| BUS 353 | Investments |
| BUS 450 | International Finance |
| BUS 453 | Security Analysis & Portfolio Management |
| FIN 470 | Senior Seminar in Finance |
| LAW 310 | Legal Environment of Business |
| MAT 135 | College Algebra OR MAT 161 Pre-Calculus OR MAT 201 Calculus I |
| MAT 223 | Statistics |
| MIS 206 | Data Management for Business |

Elective Courses

Students must also complete a minimum of 9 hours of electives from the following list:

| | |
|---------|-----------------------------|
| ACC 350 | Intermediate Accounting II |
| ACC 359 | Managerial Accounting |
| ACC 411 | Intermediate Accounting III |
| ECO 331 | International Economics |
| ECO 450 | Econometrics |
| BUS 305 | Real Estate Fundamentals |
| BUS 340 | Risk Management |
| FIN 340 | Selected Topics in Finance |

Business Administration Minor: Students must satisfactorily complete ACC 211, 212, BUS 301, 307, 310; MIS 206; ECO 201, 202; and MAT 223. In addition, one 200 level or higher BUS elective course must be completed for a total of 30 required hours. (Note: LAW 310 Legal Environment of Business may satisfy this elective course requirement.)

Finance Minor: The student minoring in Finance must satisfactorily complete BUS 301, 302, 353, 450, 453, ECO 321, and all applicable prerequisites. No course substitutions are allowed.

Marketing Minor: The student minoring in Marketing must satisfactorily complete a total of 18 credit hours, including nine hours of required courses, BUS 310, 416 and 462, and nine hours of electives from the following courses: BUS 312, 315, 318, 417, 471, and 472.

Business Administration (BUS) Course Descriptions**BUS 101 – Introduction to Business Administration (3)**

Prerequisite: Juniors and Seniors majoring in Accounting and/or Business Administration may not take this course. This introductory course will consider the role of business in society, an historical perspective of today's business environment, the economic and social responsibilities of business organizations, business career opportunities and planning, and the basic functions of an operating enterprise; finance and accounting, production, marketing, and human resource management are also surveyed.

BUS 106 – Personal Finance (3)

Prerequisite: Juniors and Seniors majoring in Accounting and/or Business Administration may not take this course. A study of personal income as related to budgeting, borrowing, investing, and retirement and estate planning.

BUS 230 – Quantitative Methods in Business (3)

Prerequisites: MAT 135 or MAT 161 or MAT 171 or MAT 201, and MAT 223. This course is a continuation and application of material learned in College Algebra and Statistics. Mathematical and statistical techniques will be introduced, reviewed, and demonstrated in business-related applications. Topics which will be applied in business

decision-making will include: probability models, hypothesis testing, regression topics, basic calculus, and linear algebra.

BUS 301 – Financial Management I (3)

Prerequisites: ACC 211, ECO 201 and 202, BUS 230, and Junior standing. (Note that non-Business Administration majors may substitute MAT 135 or 171 or 201 and MAT 223 for BUS 230). A study of the principles and practices of financial management. Topics examined include: financial statement analysis, financial markets and interest rates, risk and return, time value of money, stock and bond valuation, sources and costs of capital, and capital budgeting analysis.

BUS 302 – Financial Management II (3)

Prerequisite: BUS 301. A further study of the principles and practices of financial management. Topics examined include: capital structure and leverage, dividend and stock repurchase policy, working capital management, financial planning and forecasting, derivatives and risk management, multinational financial management, hybrid financing, financing, and mergers and acquisitions.

BUS 303 – Management Information Systems (3)

This course provides an overview of information systems and how they provide value in organizations by supporting business objectives and decision-making. Topics to be covered include types of information systems, the general theory of global systems and their relationship to the overall organization, as well as global e-business, technology infrastructure, databases and information management, telecommunications, the Internet and wireless technology, security, enterprise relationships, knowledge based systems, emerging technologies, and ethical and social issues. This course is cross-listed as MIS 303.

BUS 304 – New Venture Creation and Development (3)

Prerequisite: BUS 307 or ENT 311. Students will identify and evaluate opportunities for new business ventures. Students aspiring to be honorable entrepreneurs shape and evaluate business opportunities by taking into account customer preferences and the business and competitive environment. The course enables students to put entrepreneurial thought into practice by developing a business plan that might ultimately be used to launch their own venture. Core to the class experience is the challenge of how to build and lead an honorable entrepreneurial organization. This course is cross-listed as ENT 304.

BUS 305 – Real Estate Fundamentals (3)

Prerequisites: BUS 301, Junior standing. A basic study analyzing the relationship between real estate operations and our economy. It touches upon the legal processes and instruments involved, including taxes, codes, and zoning. The operation of a real estate business, particularly sales, rental, and developing, is also studied.

BUS 307 – Principles of Management (3)

Prerequisite: Junior standing. An introduction to the role of management in the successful operation of the business institution. Topics include human relations, leadership, motivation, quality, strategic planning, and the history of management thought.

BUS 309 – Operations Management (3)

Prerequisite: Junior standing. An overview of the broad responsibilities of the operations manager and the interrelationships with marketing and financial management.

BUS 310 – Principles of Marketing (3)

Prerequisite: Junior standing. A survey of the principles, terminology, and functions of marketing, emphasizing product, price, place, and promotion. The course will provide an understanding of the role of marketing in the business environment.

BUS 312 – Retailing Operations (3)

Prerequisites: BUS 307 and BUS 310. This course involves an analysis of the final stage in the marketing distribution process. Consideration will be given to the management functions as applied to the retail establishment; the role of the retailer in the marketing program; and the relationship between the retailer and the end consumer.

BUS 315 – Selling Principles and Methods (3)

Prerequisite: BUS 310. Examination of principles and methods of selling with emphasis on the development of effective salesperson/customer relationships and presentations.

BUS 318 – Principles of Advertising (3)

Prerequisites: BUS 310 for Business Administration and Accounting majors/minors, BUS 101 or ART 218 or COM 208 for all other students. This is an intermediate-level advertising class addressing the structure of the advertising industry including agency, marketing, and public relations uses. The course covers advertising rationales, concepts, ethics, research methods, strategies, planning, and the media mix including buying and placement considerations. This course is cross-listed as COM 318.

BUS 319 – Entrepreneurship in the Family Business (3)

Prerequisite: BUS 307 or ENT 311. This course is focused on the strategy, environment, and decision-making processes most important for creating, owning, and successfully operating a family business. Particular attention is given to the competitive strengths and weaknesses of a family firm, the dynamics of family interactions, and the family business culture. This course also explores and analyzes family business continuity challenges. This course is cross-listed as ENT 319.

BUS 321 – Business Analytics (3)

Examines concepts, processes, and tools related to business intelligence and performance management; learn approaches for identifying business metrics and key performance indicators; apply data visualization techniques to develop interactive business intelligence applications that transform data into information. A lab fee is required for this course. This course is cross-listed as MIS 321.

BUS 322 – Social Entrepreneurship (3)

Prerequisite: BUS 307 or ENT 311. This course introduces students to the topic of social entrepreneurship which includes learning the rich variety of competencies that enable entrepreneurs to craft innovative responses to social problems. Thorough in-

depth readings of exemplary social enterprises, in both not-for-profit and for-profit industries, students explore the skills of an entrepreneur in recognizing opportunities, exploring innovative approaches, mobilizing resources, and managing risk for the betterment of society. This course is cross-listed as ENT 322.

BUS 323 – Web Application Development for Business (3)

This course is a study of web principles including planning, design, and production of web pages. The class includes exploration and implementation of a variety of current web technologies and web-based scripting languages. This course emphasizes the development of Web based business information systems. A lab fee is required for this course. This course is cross-listed as MIS 323.

BUS 340 – Selected Topics (3)

An in-depth examination of a business topic which is not covered in existing courses.

BUS 341 – Selected Topics (3)

An in-depth examination of a business topic which is not covered in existing courses.

BUS 352 – Financial Statement Analysis (3)

Prerequisites: ACC 211 and ACC 212. Financial statement analysis consists of the application of analytical tools and techniques to financial statements and data in order to derive from them measurements and relationships that are significant and useful for decision making.

BUS 353 – Investments (3)

Prerequisite: BUS 301. A study of investment principles, investment instruments, and the financial marketplace. Specific topics include: financial markets and securities,



mutual funds and investment companies, portfolio theory and asset pricing models, market efficiency, bond valuation, and derivative securities. Offered fall semesters.

BUS 391, 392, 393 – Independent Study (1-6, 1-6, 1-6)

Prerequisite: Junior standing. Work in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

BUS 408 – Organizational Behavior (3)

Prerequisite: BUS 307. The study of how individuals and groups impact the behavior in and performance of organizations. Emphasis will be placed on improving organization productivity and performance through enhancing motivation, communication and leadership skills, and related organizational applications.

BUS 409 – Entrepreneurship and New Ventures (3)

Prerequisite: BUS 307. The organization and operation of the small business with an examination of the opportunities, characteristics, and problems associated with this type of enterprise with emphasis on start-up decisions and business plans.

BUS 416 – Marketing Research (3)

Prerequisites: BUS 310 and MAT 223. This course is designed for students who need to know how to use research in developing and evaluating marketing strategies and programs. Attention will be given to the evaluation of alternate research proposals, accumulation of required information, and analysis and use of research findings.

BUS 417 – Sales Force Management (3)

Prerequisite: BUS 310. A study of the principles, methods, and problems of leading a sales force, including selection and training, organization, compensation, and motivation.

BUS 420 – Managerial Economics (3)

Prerequisites: ECO 202, MAT 135 or MAT 161 or MAT 201, and MAT 223. Students learn how to solve business problems and gain competitive advantage by combining microeconomic theory and powerful quantitative methods. Topics include forecasting consumer demand using linear regression, production and cost analysis, optimal pricing and production decisions, and capital budgeting. This course is cross listed as ECO 420.

BUS 430 – International Business (3)

Prerequisite: Junior standing. This course is designed to familiarize the student with the fundamentals of international trade, including cultural, political and legal, economic, financial, operational, and organizational variables associated with today's global economy.

BUS 440 – Selected Topics (3)

An in-depth examination of a current business topic which is not covered in existing courses.

BUS 441 – Business Ethics (3)

Prerequisites: BUS 307 and junior standing. An introduction to types of ethical theories and approaches to decision-making. The course identifies moral issues involved in the management of specific problem areas of business, and acquaints students with ethical concepts relevant to resolving moral issues in business.

BUS 450 – International Finance (3)

Prerequisite: BUS 301. A study of the risks, opportunities, and financial management practices unique to multinational corporations. Specific topics include: the international flow of funds; government influence on exchange rates; international arbitrage and interest rate parity; the relationship of inflation, interest rates, and exchange rates; measuring and managing translation, transaction, and economic exposure; and multinational capital budgeting. Offered fall semesters.

BUS 453 – Security Analysis and Portfolio Management (3)

Prerequisite: BUS 353. A study of security analysis, asset allocation, and portfolio management. Specific topics include: investor objectives and the investment process, macroeconomic and industry analysis, equity valuation, financial statement analysis, portfolio management and performance evaluation, international markets and investment instruments, behavioral finance, and technical analysis. Offered spring semesters.

BUS 461 – Human Resource Management (3)

Prerequisite: BUS 307. An examination of the personnel function, focusing primarily on job analysis, recruitment, performance appraisal, compensation, benefits, and managing the work force.

BUS 462 – Consumer Behavior (3)

Prerequisite: BUS 310. The objective of the study of consumer behavior is to provide students with a comprehensive knowledge of consumer buying patterns and business marketing strategies. Students will gain an understanding of the psychological (micro) process that consumers use to make buying decisions, as well as the cultural (macro) influences that shape the modern retail marketing process.

BUS 470 – Strategic Management (3)

Prerequisites: BUS 301, BUS 307, BUS 310, and senior standing. Through analysis of actual business cases, students will be expected to integrate the knowledge obtained in prior course work to analyze a firm's internal and external environment, and develop, recommend, and implement business strategies in order to gain a competitive advantage.

BUS 471 – International Marketing (3)

Prerequisites: BUS 307 and BUS 310. As cultural diversity becomes more prevalent within domestic markets and the maturation of these markets become more problematic, it is important for marketers to understand the importance and complexities of dealing with these domestic market segments and with foreign markets. Students will also gain an understanding of the research and planning requirements necessary to participate in these developing markets.

BUS 472 – Marketing Management (3)

Prerequisite: BUS 310. The application of marketing concepts and techniques in a case study environment with emphasis on consumer behavior and the practical applications of marketing strategy.

BUS 474 – Corporate Strategy (3)

Prerequisite: Senior standing. A study of corporate-level strategy formulation and implementation in business corporations. Case analyses are used to make decisions about corporate strategy and industry attractiveness.

BUS 481, 482, 483 – Business Internship (1-3, 1-3, 1-3)

Prerequisites: Junior standing with a minimum of 75 hours, with at least one full-time semester of credits earned at Flagler College prior to applying for the Internship Program; completion of BUS 307, BUS 310, ACC 211, ACC 212, ECO 201, ECO 202, and MIS 206; minimum 2.5 cumulative grade point average; submission of application for internship and other internship-related forms to the Internship Coordinator for approval prior to registering for classes. Other forms which must be submitted are the Internship Election form, the Internship form, and other forms available from the Internship Coordinator. Practicum work experience that allows the student to apply theories learned in the classroom to a business experience. Course requires a paper, two evaluations by the company supervisor of the business intern, a log, completion of work of 120 hours for three credits (or 80 hours for two credits, or 40 hours for one credit), and periodic meetings with the Internship Coordinator. Students can earn a maximum of six credit hours of ACC and/or BUS internship credit. A maximum of three hours of ACC or BUS internship credit may be counted as a required business elective course. For Business Administration majors or minors. These courses can be repeated with a different company, e.g. 481 can be taken twice, subject to availability and the coordinator's consent. These courses are graded on a Pass/Fail system. A fee is required for this course.

BUS 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

Prerequisite: Junior standing. Work in a special area of student interest, subject to departmental approval and supervision.

Finance (FIN) Course Descriptions**FIN 340 – Selected Topics (3)**

An in-depth examination of a current finance topic which is not covered in existing courses.

FIN 470 – Senior Seminar in Finance (3)

Prerequisites: BUS 301, BUS 302, and BUS 450. An extension and application of financial management theory and practice through the use of case studies. Topics examined include: the external environment, creating firm value, capital structure policy, dividend and share repurchase policy, financial planning and forecasting, capital budgeting and lease-buy analysis, and international financial management.

Communication* (COM)

A student interested in Communication may choose from the following majors: Strategic Communication (Public Relations), Journalism and Media Production, and Media Studies. Students majoring in the first two areas listed above will be prepared to understand and work in a variety of mediated environments such as television, radio, Internet-based technologies,

strategic communication (public relations), advertising, promotions, film, or media sales. Students majoring in Media Studies will analyze and critique works in various forms of media.

Media Studies Major (CMS): A total of 53 semester hours is required for the Media Studies Major (CMS). Students must satisfactorily complete:

Prerequisites

- COM 101 Speech Communication (3) Freshman yr., Fall Semester
 ENG 152 Topics in College Writing (3)

Core Requirements (12 credit hours)

- COM 208 Introduction to Media (3) Freshman yr., Fall Semester
 COM 213 Media Literacy (3) Freshman yr., Spring Semester
 COM 362 Media Ethics (3) Junior yr., Fall Semester
 COM 420 Media Law (3) Senior yr., Fall Semester

Major Requirements

- COM 235 Principles of Media Studies (3) Sophomore yr., Fall Semester
 ART/COM 218 Visual Culture (3) Freshman yr., Spring Semester
 COM 320 Writing Criticism for Media Studies (3) Junior yr., Spring Semester
 COM 334 Gender, Race, Class and the Media (3) Junior yr., Fall Semester
 COM 335 Television and Contemporary Society (3) Sophomore yr., Spring Semester
 COM 435 Senior Seminar in Media Studies (3) Senior yr., Fall Semester

Choose one course from below Sophomore yr., Spring Semester

- COM 216 Film History (3)
 ART 367 History of Photography (3)

Choose two courses from below

- COM 338 Propaganda in a “Free Society” (3) Junior yr., Fall Semester
 COM 316 Film and Genre (3) Junior yr., Spring Semester
 COM 337 National Film Movements (3) Junior yr., Fall Semester
 ENG 345 Film Literature (3) Senior yr., Fall Semester

Choose one course from below

- COM 401 Media Aesthetics (3) Senior yr., Fall Semester
 COM 431 Videogaming (3) Senior yr., Spring Semester

Elective Courses (12 credit hours) or (Second Major or Minor)

- ART 366 European Modernism, 1840-1907 (3)
 THA 209 History of American Film I (3)
 HIS 336 The History of Rock and Roll (3)
 MAT 223 Statistics (3)
 PHI 360 Philosophy Through TV and Film (3)

| | |
|---------|--|
| REL 335 | Religion and Film (3) |
| COM | Any other COM class not required for major |

Strategic Communication (Public Relations) Major (CSP): A total of 53 semester hours are required for the Strategic Communication (Public Relations) major (CSP). Students must satisfactorily complete:

Prerequisites

| | |
|---------|--|
| COM 101 | Speech Communication (3) Freshman yr., Fall Semester |
| ENG 152 | Topics in College Writing (3) |

Core Requirements (12 credit hours)

| | |
|---------|---|
| COM 208 | Introduction to Media (3) Freshman yr., Fall Semester |
| COM 213 | Media Literacy (3) Freshman yr., Spring Semester |
| COM 362 | Media Ethics (3) Sophomore yr., Spring Semester |
| COM 420 | Media Law (3) Senior yr., Fall Semester |

Major Requirements (29 credit hours)

| | |
|---------------------|--|
| COM 224 | Foundations of PR/Strategic Communication (3) Sophomore yr., Fall Semester |
| COM 226 | Writing and Production for PR/Strategic Communication (4) Sophomore yr., Spring Semester |
| COM 311 | Advanced Writing for PR/Strategic Communication (3) Junior yr., Spring Semester |
| COM 359 | Digital Media for PR/Strategic Communication (3) Junior yr., Spring Semester |
| COM 403 | PR/Strategic Communication Research (3) Junior yr., Spring Semester |
| COM 404 | PR/Strategic Communication Theory (3) Junior yr., Fall Semester |
| COM 462 | PR/Strategic Communication Case Analysis (3) Senior yr., Fall Semester |
| COM 463 | PR/Strategic Communication Campaigns (3) Senior yr., Spring Semester |
| COM 470 | Portfolio Review (1) Senior yr., Fall Semester |
| COM 481, 482 or 483 | Communication Internship (3) Senior yr., Spring Semester |

Professional Enhancement Electives (6 credit hours)

| | |
|-------------|---|
| ART 229 | Branding (4) |
| ART 230 | Graphic Design for the Non-Major (4) |
| ART 436 | Advertising Design (4) |
| BUS 101 | Introduction to Business Administration (3) |
| LAW 310 | Legal Environment of Business (3) |
| BUS/COM 318 | Principles of Advertising (3) |
| BUS 310 | Principles of Marketing (3) |

HIS 265 Introduction Public History (3)

MAT 223 Statistics (3)

Societal Implications Electives (6 credit hours) or (Second Major or Minor)

ART/COM 218 Visual Culture (3)

COM 334 Gender, Race, Class and the Media (3) Junior yr., Fall Semester

COM 338 Propaganda in a “Free” Society (3) Sophomore yr., Fall Semester

POS 221 Politics in the United States (3)

PSY/SOC 370 Social Psychology (3)

SOC 201 Contemporary Social Problems (3)

SOC 355 Social Movements (3)

Journalism and Media Production Major (CJD): A total of 68 semester hours are required for the Journalism and Media Production major (CJD).

For the Journalism area of this major, students must satisfactorily complete:

Prerequisites

COM 101 Speech Communication (3) Freshman yr., Fall Semester

ENG 152 Topics in College Writing (3)

Core Requirements (12 credit hours)

COM 208 Introduction to Media (3) Freshman yr., Fall Semester

COM 213 Media Literacy (3) Freshman yr., Spring Semester

COM 362 Media Ethics (3) Junior yr., Spring Semester

COM 420 Media Law (3) Senior yr., Fall Semester

Major Requirements (44 credit hours)

COM 220 Newswriting I (3) Sophomore yr., Fall Semester

COM 230 Newswriting II (3) Sophomore yr., Spring Semester

COM 242 Photojournalism I (4) Sophomore yr., Spring Semester

COM 253 Reporting I (3) Junior yr., Fall Semester

COM 255 Multimedia production for Journalists (4) Sophomore yr., Fall Semester

COM 323 Production I (4) Junior yr., Fall Semester

COM 326 Program Producing (3) Junior yr., Fall Semester

COM 342 Photojournalism II (4) Junior yr., Spring Semester

COM 353 Reporting II (3) Junior yr., Spring Semester

COM 452 Advanced Reporting I (4) Senior yr., Fall Semester

COM 453 Advanced Reporting II (4) Senior yr., Fall Semester

COM 470 Portfolio Review (1) Senior yr., Spring Semester

COM 481, 482, or 483 Communication Internship (3) Senior yr., Spring Semester

Electives List (12 credit hours) or (Second Major or Minor)

- COM 340 Selected Topics (3)
- COM 405 International Communication (3)
- COM 481,482, or 483 Communication Internship (3)
- COM 491, 492, or 493 Independent Study (3)
- POS 221 Politics in the United States (3)
- POS 301 International Relations (3)

The Media Production area of the Journalism and Media Production major (CJD) requires students to satisfactorily complete 64 credit hours:

Prerequisites (6 credit hours)

- COM 101 Speech Communication (3) Freshman yr., Fall Semester
- ENG 152 Topics in College Writing (3)

Core Requirements

- COM 208 Introduction to Media (3) Freshman yr., Fall Semester
- COM 213 Media Literacy (3) Freshman yr., Spring Semester
- COM 362 Media Ethics (3) Junior yr., Fall Semester
- COM 420 Media Law (3) Senior yr., Fall Semester

Major Requirements (40 credit hours)

- COM 219 Audio Production (4) Sophomore yr., Fall Semester
- COM 232 Writing for Short Subject (3) Sophomore yr., Spring Semester
- COM 234 Writing for TV (3) Sophomore yr., Fall Semester
- COM 242 Photojournalism I (4) Sophomore yr., Fall Semester
- COM 257 Multimedia Production for the Documentary (4) Sophomore yr., Fall Semester
- COM 260 Introduction to Documentary Styles (3) Freshman yr., Spring Semester
- COM 323 Production I (4) Junior yr., Fall Semester
- COM 324 Production II (4) Junior yr., Spring Semester
- COM 326 Program Producing (3) Sophomore yr., Spring Semester
- COM 468 Senior Thesis for Documentary Production (4) Senior yr., Spring Semester
- COM 470 Portfolio Review (1) Senior yr., Spring Semester
- COM 481, 482, or 483 Communication Internship (3) Senior yr., Fall Semester

Electives List (12 credit hours) or (Second Major or Minor)

- COM 341 Film Production (4)
- COM 401 Media Aesthetics (3)
- COM 440 Selected Topics (3)
- ART/COM 218 Visual Culture (3)
- ART 230 Graphic Design for the Non-Major (4)

| | |
|-------------|------------------------------------|
| FLM/THA 209 | History of American Film I (3) |
| CRW 208 | Screenwriting (3) |
| ENG 345 | Film Literature (3) |
| FLM/REL 335 | Religion and Film (3) |
| PHI 360 | Philosophy Through TV and Film (3) |

Communication and Media Minor: A total of 24 credit hours are required for the Communication and Media minor. Students must satisfactorily complete:

Required Courses

| | |
|---------|---------------------------|
| COM 208 | Introduction to Media (3) |
| COM 213 | Media Literacy (3) |
| COM 362 | Media Ethics (3) |
| COM 420 | Media Law (3) |

9 credit hours from any COM 300-400 level courses

Choose one course from below:

| | |
|---------|-------------------------------|
| COM 232 | Writing for Short Subject (3) |
| COM 234 | Writing for Television (3) |
| COM 220 | Newswriting I (3) |
| COM 216 | Film History (3) |

Journalism and Media Production Minor: A total of 29 credit hours are required for the Journalism and Media Production minor. Students must satisfactorily complete:

Required Courses

| | |
|---------|---|
| COM 208 | Introduction to Media (3) |
| COM 213 | Media Literacy (3) |
| COM 255 | Multimedia Production for Journalists (4) |
| COM 242 | Photojournalism I (3) |
| COM 323 | Production I (4) |
| COM 326 | Program Producing (3) |
| COM 362 | Media Ethics (3) |
| COM 420 | Media Law (3) |

Choose one course from below

| | |
|---------|-------------------------------|
| COM 232 | Writing for Short Subject (3) |
| COM 234 | Writing for Television (3) |
| COM 220 | Newswriting I (3) |

Media Studies Minor: A total of 30 credit hours are required for the Media Studies Minor. Students must satisfactorily complete:

Required Courses

| | |
|---------|---------------------------------|
| COM 208 | Introduction to Media (3) |
| COM 213 | Media Literacy (3) |
| COM 235 | Principles of Media Studies (3) |

| | |
|-------------|--|
| ART/COM 218 | Visual Culture (3) |
| COM 216 | Film History (3) or ART 367 History of Photography (3) |
| COM 320 | Writing Media Studies Criticism (3) |
| COM 362 | Media Ethics (3) |
| COM 420 | Media Law (3) |

Six credit hours from below

| | |
|---------|---|
| COM 334 | Gender, Race, Class and the Media (3) |
| COM 335 | Television and Contemporary Society (3) |
| COM 338 | Propaganda in a “Free” Society (3) |
| COM 316 | Film and Genre (3) |
| COM 337 | National Film Movements (3) |
| ENG 345 | Film Literature (3) |
| COM 401 | Media Aesthetics (3) |
| COM 431 | Videogaming (3) |

Communication (COM) Course Descriptions

COM 101 – Speech Communication (3)

An introduction to speech communication with special emphasis on the practical skills of public speaking. Learning objectives include civility and listening skills, planning and preparing a message, putting information into oral presentation form, and adapting messages to specific speaking situations.

COM 208 – Introduction to Media (3)

This is an introductory course on Mass Communication in the United States today. It examines the historical, economic, technological, political, and legal influences on the major media and the industries that produce content for them. Students closely examine the news, public relations, broadcasting, advertising, and entertainment industries.

COM 212 – Interpersonal Communication (3)

This course examines many aspects of interpersonal communication including perceptions, listening, nonverbal communication, group dynamics, and leadership. It will also look at family and romantic relationships. At the end of the course the student should be able to recognize critical communication moments.

COM 213 – Media Literacy (3)

Prerequisite or co-requisite: COM 208. This course introduces students to the critical thinking skills used when interpreting media messages and their impact. Using digital media as a model, students will understand how the structure, frameworks, and elements of media shapes these messages, as well as analyze cognitive, emotional, and social reactions to such messages.

COM 216 – Film History (3)

Prerequisites: COM 208. This course presents an introduction to film history, focusing in particular on certain moments and themes made important for technological,

aesthetic, social and economic reasons. Students will become well versed in how to treat a film as a cultural text, understanding the work as a document with great historical and sociological significance. Students will also learn about the origins and development of cinema, major film movements and film theories, and the particular workings of the industry and the field of Film Studies.

COM 218 – Visual Culture (3)

An introduction to the complex power and beauty of visual culture through the exploration of various modes of image creation and interpretation. A focus is placed on cultivating an informed and critically engaged viewer in order to empower and enrich individual visual experience by exploring connections between the worlds of traditional fine arts and popular culture imagery such as film, design and advertising. This course is cross-listed as ART 218.

COM 219 – Audio Production (4)

Prerequisite: COM 208. Intermediate level class for those students wishing to gain proficiency in audio production. Includes audio theory and techniques used in radio, television, and audio and video recording. Course emphasizes principles and practices of sound: microphones, recorders, remote and studio production, recording, aesthetics, digital recording and editing, and studio operations.

COM 220 – Newswriting I (3) (equivalent to COM 210)

Prerequisite: COM 208. This is an introductory course in print and online news, feature, and opinion writing. This course introduces students to the reporting, formats, and writing skills of journalism, stressing commonalities across print, online, and broadcast media.

COM 224 – Foundations of PR/Strategic Communication (3)

Prerequisite: COM 208 and sophomore standing. An introduction to the process of how organizations develop communication plans that enable them to present and promote their objectives to stakeholders. Emphasis is placed upon how brand and reputation messages maintain the identity of organizations.

COM 226 – Writing and Production for PR/Strategic Communication (4)

Prerequisite: COM 224. Students will learn how to write strategically and create effective messages for public relations and advertising. Through skill-based and technology-enriched writing and productions activities students will learn the principles of identifying and reaching targeted stakeholders through well-executed messages.

COM 230 – Newswriting II (3)

Prerequisites: Grade of C or above in COM 220 and COM 255. This is an entry level broadcast writing course covering newswriting for radio, television, and the Internet. Emphasis is on writing and critiquing electronic news as well as interviewing, logging, outlining, and final scripting of stories. Students will interview, write, and produce a full radio story from start to finish and interview and write a complete television news feature story. Students can expect lectures, class discussion, multimedia presentations, critiques, individual coaching, field experience, and both internal and external reporting assignments.

COM 232 – Writing for Short Subject (3)

Prerequisite: COM 208. This course aims to sharpen your storytelling and screenwriting skills through practical writing experience in the short-film form. Content will emphasize learning techniques for character development, visualization, and structuring. These narrative elements of story and character will be examined in the context of both fiction and non-fiction forms.

COM 234 – Writing for Television (3)

Prerequisite: COM 208. A study of the techniques, style and format of script preparation for the television media. Scripts include commercial, news documentary, and dramatic programs.

COM 235 – Principles of Media Studies (3)

Prerequisite: COM 208. An introduction to film, television, and digital media from multiple perspectives: formal, cultural, and theoretical. How do films tell their stories? How do they reflect some of the historical and cultural issues of their time, including gender and race? What are the formal and cultural significances of television and digital media? How are we constructed differently, as spectators, in relation to various media? These questions will be addressed by studying a variety of texts, including Hollywood film, documentary film, TV sitcoms and soap opera, and the world wide web. Discussion will focus on applying critical concepts to screenings and clips.

COM 242 – Photojournalism I (4)

Prerequisites: COM 255 or COM 257. A studio course designed primarily for students pursuing a Journalism and Media Production major. This course teaches best practices in photojournalism, camera techniques, and photo editing, all important and useful skills at a time when media organizations and websites increasingly rely on visuals and photography to tell stories and provide insight.

COM 253 – Reporting I (3)

Prerequisites: Grade of C or above in COM 230 and COM 242. This is an intermediate course in news and feature reporting. This course builds on the basic journalistic observation, research, and interviewing skills students have learned in prior courses, and requires intermediate knowledge of audio and video production. In addition, this course also advances students' current events knowledge, as well as story development skills and AP style.

COM 255 – Multimedia Production for Journalists (4)

Prerequisites: COM 208 and COM 213. This course offers instruction on reporting for Internet news sites and other online media. You will learn how to use digital tools to produce slideshows and videos. The course will also include instruction on creating infographics, Google maps, fusion tables and charts, MP3 files, and slideshows.

COM 257 – Multimedia Production for the Documentary (4)

Prerequisites: COM 208 and COM 213. This is a hands-on multimedia course in which students learn the basic elements of digital imaging, film compression and delivery formats, audio and video production.

COM 260 – Introduction to Documentary Styles (3)

Prerequisite: COM 208. This course explores the diversity of non-fiction film forms ranging from the experimental to the traditional and provides experience in both critical writing and video practices.

COM 274 – Publications Workshop (1)

Prerequisite: COM 220 or permission of publication adviser. Work on the college newspaper, the Gargoyle, under the supervision of the Office of News and Information. May be repeated for a maximum of three hours. Permission of the publication adviser must be obtained to repeat.

COM 275 – Radio Workshop (1)

Prerequisite: COM 208 or permission of the Station Manager. Work and training at the radio station as a board operator or equivalent duties. May be repeated for a maximum of three credit hours.

COM 307 – Magazine Writing (3)

Prerequisite: COM 220 or ENG 152 or ENG 172. This course will concentrate on exploring forms of magazine writing (such as articles, profiles, interviews, travel, how-to, fiction, etc.), analyzing the market for freelance writers, and preparing an article for submission. This course is cross-listed as CRW 307.

COM 308 – Advertising Writing (3)

Prerequisites: COM 208 and COM 318. Principles and procedures of advertising writing for the mass media, including advertising formats, copywriting strategies and techniques, presentational and promotional appeals, advertising and persuasion theories, promotional and presentational program planning, media selection and placement, and basic legal information including copyrights and trademarks.

COM 311 – Advanced Writing for PR/Strategic Communication (3)

Prerequisite: COM 226. This course includes writing for print, electronic, controlled, and uncontrolled media, and publications. Emphasis is given to research, audience analysis, and selection of appropriate writing styles and media. The course prepares students for advanced writing in public relations and provides practice in developing news releases, event planning, report writing, newsletters, and presentations.

COM 316 – Film and Genre (3)

Prerequisites: COM 216 or COM 235. This class functions as a critical study of generic categories such as the western, horror, comedy, film noir, melodrama, or the musical. This course will introduce students to the concept of genre through rotating

cinematic genres. By focusing on the representative genres and engaging them with screenings and discussions, we explore both thematic and theoretical issues such as film narrative, spectatorship, gender, race, ethics, national identity, and representation. When investigating generic conventions and developments, we also look at how a certain genre is “invented,” contested, evolved, translated or perished, thereby creating a historicized view of the genre and of the film industry.

COM 318 – Principles of Advertising (3)

Prerequisites: BUS 310 for Business Administration or Accounting majors, BUS 101 or ART 218 or COM 208 for all other students. This is an intermediate-level advertising course on the structure of the advertising industry, including agency, marketing and public relations uses. The course covers advertising rationales, concepts, ethics, research methods, strategies, planning, and the media mix including buying and placement considerations. This course is cross-listed as BUS 318.

COM 320 – Writing Criticism for Media Studies (3)

Prerequisites: COM 208 and COM 235. This is a course in the writing of cinema and media criticism. A variety of cinema and media texts (word, image, sound) will be studied in order to open up discussion on approaches to media criticism. Two primary tools – essay writing and analytical reading – are essential to the goal of students creating thoughtful and well-argued cinema and media criticism.

COM 323 – Production I (4)

Prerequisite: Grade of C or above in COM 255 or COM 257. To instruct the student on the fundamental elements of video production techniques through practical application. These elements include lighting, videography, story, visualization, sound, and editing.

COM 324 – Production II (4)

Prerequisite: COM 323. This course is an intensive hands-on experience designed to provide a pre-professional opportunity to produce non-fiction video programming in a collaborative environment.

COM 326 – Program Producing (3)

Prerequisite: COM 255 or COM 257. Just what is a producer? By the end of this course you will know. Students will discover how the “creative producer” is the alpha and omega of every production. Most media projects begin and end with the producer. Students will develop their cinematic visions and learn about the unique alchemy of turning ideas and concepts into cinematic realities. This is a course in the art and business of producing geared toward professional productions for the motion picture, cable, and television network markets.

COM 334 – Gender, Race, Class, and the Media (3)

Prerequisite: COM 208. American mass media are powerful in teaching their audiences about gender, race, and class, and in the process they often also teach

sexism, racism, and classism, as well as other prejudice-based phenomena such as homophobia, ethnocentrism, and xenophobia. This course introduces students to how and why this happens, what the effects on the audiences are, and how students can resist and perhaps even change incorrect and damaging media-constructed realities in both their personal lives and as they become media professionals themselves.

COM 335 – Television and Contemporary Society (3)

Prerequisite: COM 235. This course explores American life through an analysis of our central medium: television. While it will span many eras, the main focus will be on what is considered the modern “Golden Era” of television drama. We will consider television’s role in both reflecting and constituting American society, the formal attributes of a variety of television genres, television as a site of gender and racial identity formation, television’s role in everyday life, and the medium’s technological and cultural impacts. We will consider not only why TV is what it is today, but how it might be different. Through the exploration of critical perspectives on television, the course will prepare you for further studies in media criticism as well as enable you to be a more savvy and sophisticated consumer (and potentially producer) of television in your future endeavors.

COM 336 – Stereotypes and Mass Media (3)

Prerequisite: COM 208. Mass media and popular culture play significant roles in defining how people make sense of various issues – from the mundane to the serious – and the world around them. Through certain representations of “reality,” the media cultivate particular norms and values over others. This course focuses on the theoretical debates surrounding mass media and popular culture. Some of the principal themes of the course are media production and consumption, current events programming, film, television, and music. The goal of the course is to provide an understanding of the interactions of mass media and popular culture and to provide some critical tools for analyzing them.

COM 337 – National Film Movements (3)

Prerequisite: COM 216 or COM 235. This class will function as an introduction to the art of international cinema today, including its forms and varied content. This course will consist of various topics, but overall it will examine a body of films made in different countries, with a strong emphasis on the key productions that have been defining the landscape of these varied and rich national film industries and film cultures. Always approaching the texts as social and aesthetic practices, attention will be paid to questions of (national and cultural) identity, film history, and historiography.

COM 338 – Propaganda in a “Free” Society (3)

Prerequisite: COM 208. The types, techniques and the ethics of propaganda will be examined in this course. The practice of propaganda will be explored through the following three questions: how does propaganda create belief, how does it lead us to maintain our beliefs, and how does it convince us to change our beliefs?

COM 340 – Selected Topics (3)

Prerequisites: Junior standing and Communication major or minor or permission of instructor. Each separate course may be substituted for one elective in the communication curriculum. These courses are offered as enrichment courses.

COM 341 – Film Production (4)

Prerequisite: COM 255 or COM 257. This advanced communication course is designed to instruct the student on the basics of 8mm film production in the digital age.

COM 342 – Photojournalism II (4)

Prerequisite: COM 253 and COM 323. This is an intermediate level course covering video journalism and electronic field production. Emphasis is on helping journalists and photographers write with a video camera, understanding production values, lighting, shooting creative angles, framing shots, interviewing, on-air and news feature scripting/writing, and production. Students will produce, write, and edit individual video essays and narrated features. Students can expect hands-on field experience, critiques of professional and student work, class discussion, and lectures, video presentations, and individual coaching.

COM 353 – Reporting II (3)

Prerequisites: COM 253 and COM 323. This course explores the fundamentals of investigative reporting. You will learn how to bring more meaning and context to your stories. Even as the value of wire stories and other so-called commodity news drops, deep-context reporting is valued in today's highly competitive media environment. You will learn how to use documents, online resources, and interviews with primary sources to improve your reporting and boost the credibility and accuracy of your stories.

COM 359 – Digital Media for PR/Strategic Communication (3)

Prerequisites: COM 224. This course is designed to provide students with realistic skills and experiences in the research, planning, execution and evaluation of emerging digital media as applied to fields of communication such as public relations and advertising. Students will gain knowledge of the characteristics of digital media in addition to a demographic and psychographic analysis of specific audiences that utilize these communication tools. Students will be expected to develop an integrated communication plan for a client using digital media by the conclusion of the course.

COM 362 – Media Ethics (3)

Prerequisites: COM 208 and COM 213. This course examines applied and professional ethics that define responsible communication among media practitioners. Issues to be addressed include truthfulness, privacy, secrecy, professional accountability, media and social justice, and the values cultivated by the entertainment industry.

COM 377 – Production Assistant (1)

Prerequisite: Faculty permission. Selected students will assist departmental faculty in the management of audio and video production courses. Students will also

learn advanced digital editing and special effects through hands-on practice in the Communication Department Digital Editing Lab and complete a specialized broadcast-quality animation project.

COM 378 – Media Management Practicum (1-3)

Prerequisites: Junior Standing, letter of appointment from the specific media adviser, and permission of instructor. Students in top management positions at WFCF, FCTV, or the Gargoyle study applied media management under the direction of the media advisor. Students will fulfill their duties stated in the letter of appointment and meet weekly with the advisor to discuss the topics, challenges, and problems of management. Duties or discussions should cover the basic functions of management, including planning, budgeting, evaluation, supervision, delegation, motivation of employees (volunteers), and the responsibilities of meeting the needs of upper management, the public, regulators, and (often) advertisers. May be repeated for a maximum of three hours.

COM 401 – Media Aesthetics (3)

Prerequisite: Junior standing or permission of instructor. A study of the art, technology, language, and theory of film and television through an analysis of their formalist elements and medium-specific codes. Lighting, camera movement, composition, signs and signification, mise-en-scene and editing are among the techniques which will be examined. The course includes screenings of feature and short film animation, and experimental genres.

COM 403 – PR/Strategic Communication Research (3)

COM 213 and COM 224. Strategic Communication Research involves the acquisition, evaluation, and analysis of information for strategic communication and marketing decisions. Emphasis is given to six primary areas: understanding the scientific method for answering brand- and marketing communication-based questions, developing explicit and measurable research objectives, developing adequate research plans to solve those objectives, implementing appropriate methodologies to answer the questions proposed by the objectives, analyzing data, and understanding the use of both descriptive and inferential statistics and preparing the reports that communicate the results of the research.

COM 404 – PR/Strategic Communication Theory (3)

Prerequisites: COM 208, COM 224. An examination of pertinent theories of persuasion and media for the process of research, creation, and evaluation in strategic communication. Focus includes examination of society, media, messages, and audiences. In this course students will develop knowledge about the theories that predict and explain the world of mass communication, interpersonal/group communication, and digital/social communication in the context of persuasion. Students will critically evaluate theories as applied to specific strategic communication problems, while developing a detailed understanding of a particular theoretical approach.

COM 405 – International Communication (3)

Prerequisite: COM 224 or COM 232 or COM 235 or COM 230 or COM 234 or permission of instructor. This course is a survey of international communication. It closely examines the global mass media and the historical, theoretical, cultural, economic, and political significance of international communication. It presents a number of intriguing legal, ethical, and cultural issues regarding the media in the world today.

COM 420 – Media Law (3)

Prerequisite: COM 362 or LAW 380. A study of the legal rights and responsibilities of the mass media and their relationship to contemporary law. Includes problems of constitutional law, libel, privacy, access, confidentiality, and government regulation.

COM 431 – Videogaming (3)

Prerequisite: Junior standing. This course is designed as an advance study of video games and video game culture in our society. We will seek to explore some of the interrelated concepts, theories, and issues that reflect the impact of gaming today. Further, we will explore the intersection of production and reception. This course also features the use of analytical frameworks, such as textual analysis, gender analysis, and reception analysis to examine video games. We will explore the potential negatives and positives of video games.

COM 435 – Senior Seminar in Media Studies (3)

Prerequisite: Completion of 100 credit hours. This course emphasizes research, planning, and rewriting drafts. Students meet in a collaborative environment with their classmates to discuss and to fine-tune methodology and research questions. This course is designed to encourage rigorous reflection on what film and media are as technologies and as cultural industries. Students read theoretical essays, workshop, and develop a large-scale research project. Each instructor chooses a research interest on which to base the course, and establishes a seminar/workshop environment in which students become experts – not only on the topic at hand, but also in the practices of critical, theoretical, and historical film research; intellectual discourse; and writing a substantial essay.

COM 440 – Selected Topics (3)

Prerequisites: Junior standing and COM major or minor or permission of instructor. Each separate course may be substituted for one elective in the communication curriculum. These courses are offered as enrichment courses.

COM 452 – Advanced Reporting I (4)

Prerequisites: COM 342 and COM 353. This is an advanced course in print and online news, feature and opinion writing and in producing multimedia content. This course requires advanced knowledge of current events, story development and AP style, as well as advanced research and interviewing skills. In addition, this course requires knowledge of audio and video production.

COM 453 – Advanced Reporting II (4)

Prerequisites: COM 342 and COM 353. This is an advanced class in television news. Students write and report under tight deadlines, apply news judgment and ethics, and learn to apply knowledge of news to the structure, environment and context of a TV newsroom. The course will give students hands-on experience in story selection, interviewing, researching, writing, and production. Students will learn hands-on training in how TV news is shot, edited, and produced.

COM 462 – PR/Strategic Communication Case Analysis (3)

Prerequisites: COM 224 and COM 362. A course focusing on the comprehension and application of the concepts of organizational rhetoric to cases where strategic messages are conveyed to stakeholders. The central aim of the course is for students to develop the capacity for practical reason – applying principles to specific instances – so that they understand the impact and consequences of strategic communication.

COM 463 – PR/ Strategic Communication Campaigns (3)

Prerequisites: COM 311 and COM 403. Using the principles and techniques of public relations to analyze case studies and to create strategies and campaigns. Course includes the analysis of a specific situation and the design and construction of an actual campaign. Includes use of desktop publishing and an introduction to public relations in cyberspace.

COM 468 – Senior Thesis for Documentary Production (4)

Prerequisites: COM 324 Production II. This course provides real-world experience in professional practices, culminating in the production of a program for broadcast and or film festival submission.

COM 470 – Portfolio Review (1)

Prerequisite: Completion of 100 credit hours. Strategic Communication and Journalism & Media Production majors who have accrued 100 or more credit hours must take this course. It should be taken during the student's last term at Flagler College and requires the preparation of an electronic portfolio in the student's major. The portfolio must be acceptable to the majority of the full-time departmental faculty in the student's major. Students will answer questions in an oral defense of the portfolio.

COM 481, 482, 483 – Communication Internship (1-12, 1-12, 1-12)

Prerequisites: 60 hours and 2.5 GPA and a grade of "C" in the following classes for each track:

PR/Strategic Communication: COM 311,

Journalism: COM 242, COM 253, and COM 323

Media Production: COM 323.

Practical experience off campus in a professional setting where the student works under the tutelage of a professional practitioner. (May be repeated for up to 12 credit hours toward graduation.) This course is graded on a Pass/Fail system.

COM 491, 492, 493 – Independent Study (1-3, 1-3, 1-3)

Prerequisite: Permission from Department Chair. This course is graded on a letter grade system.

Creative Writing (CRW) Course Descriptions**CRW 205WI – Introduction to Poetry Writing (3)**

This course concentrates on the writing of poetry: students read and discuss from a craft perspective numerous works by contemporary poets; write poems following prompts that guide structure, form, and meaning; and provide constructive feedback on their classmates' poems. Students may be asked to keep a journal. Students may also be asked to compile their revised work in a portfolio, due at the end of the term, and/or provide an essay in the form of an artist's statement, articulating their growth as writers.

CRW 206WI – Introduction to Short Story Writing (3)

An examination of the narrative technique of writing short stories. Students will read classic and contemporary short stories in conjunction with writing short fiction assignments throughout the semester.

CRW 208 – Screenwriting (3)

A creative writing course on the craft of screenwriting. The focus will be on the elements that make a strong screenplay and how to write a screenplay. Students will learn through the study of selected screenplays, both feature length and short narrative; writing exercises; and writing their own short screenplay.

CRW 215 – FLARE: The Flagler Review (3)

This course is a production-oriented workshop that will produce a full-length issue of FLARE: The Flagler Review, the literary magazine of Flagler College. Students will solicit and evaluate work for publication and will participate in all aspects of journal production, from editing and design to marketing and promotions. The course is designed to provide students with publishing insight and experience that will help them grow as writers and editors. This course may be taken multiple times for credit, but not for credit towards the Creative Writing minor.

CRW 244WI – Selected Topics (3)

A study of specialized subject matter in creative writing, which will satisfy the General Education Creative Expression requirement, Category B, Creative Production.

CRW 306 – Advanced Poetry Writing (3)

Prerequisite: CRW 205. Designed for students who wish to continue their poetry writing on an advanced level. This course continues the aims of CRW 205, albeit with writing prompts from traditional forms (e.g. villanelle, sestina, ghazal, pantoum, ode, pastoral, epistle, acrostic, prose poems, and various sonnets). Students will also read

several collections of recently-published poetry to guide discussion on maintaining theme and style in a book-length work, as well as to inspire poems written in imitation of those styles. This course may be repeated for credit at the discretion of the instructor.

CRW 307 – Magazine Writing (3)

Prerequisite: ENG 152, ENG 172, or COM 220. This course will concentrate on exploring forms of magazine writing (such as articles, profiles, interviews, travel, how-to fiction, etc.) analyzing the market for freelance writers, and preparing articles for submission. This course is cross-listed as COM 307.

CRW 308 – Advanced Screenwriting (3)

Prerequisite: CRW 208. An intensive creative writing course on the craft of advanced screenwriting. The focus will be on studying feature length structure and elements and the production of a feature length screenplay. Students will learn through the study of selected screenplays and films, writing exercises, and writing their own feature length 90-120 page screenplay. This course may be repeated for credit at the discretion of the instructor.

CRW 312 – Advanced Fiction Writing (3)

Prerequisite: ENG 152 or ENG 172 and CRW 206. This course is designed for students who wish to continue their fiction on an advanced level. In this workshop-intensive class, students will write a minimum of two original short stories, as well as read extensively, analyzing both the work of published authors and fellow students. This course may be repeated for credit at the discretion of the instructor.

CRW 315 – Playwriting (3)

A creative writing course on the craft of playwriting. The focus will be on the elements that make a strong play and how to write a play. Students will learn through the study of selected plays, writing exercises, and writing their own play. Students of all grade levels welcome.

CRW 340 – Selected Topics (3)

Prerequisite: Junior standing or consent of instructor. A specialized course offering which will include emphasis on close analysis of creative writing.

CRW 412 – Manuscript in Creative Writing (3)

Prerequisites for the Poetry Track: CRW 205 and CRW 306. Prerequisites for the Fiction Track: CRW 206 and CRW 312. This course gives students the opportunity to process a manuscript in creative writing – either a volume of poetry, short stories, non-fiction prose (literary journalism, memoir, personal reflection, lyrical essay), or a draft of a novel, play, or film script. Students also earn credit meeting with resident writers in tutorials, attending workshops and readings conducted by guest authors, and presenting their own writing in public readings.

CRW 440 – Selected Topics (3)

Prerequisite: Junior standing. An in-depth study of specialized subject matter in creative writing.

CRW 491, 492, 493 – Independent Studies (1-3, 1-3, 1-3)

Prerequisites: Minimum 3.0 cumulative GPA, consent of instructor, and approval of Department Chairman. Intensive study of one or more significant authors, works, or genres. Designed for students of proven superior ability who wish to study on an independent basis outside the classroom. This course is graded on a letter grade system.

Criminology* (CRM)

Criminology Major: Criminology is defined as the scientific and interdisciplinary study of the nature, extent, causes, control, and prevention of criminal behavior in both the individual and society. Criminology also includes the examination of evidence, hereditary, psychological, and social causes of crime, various modes of investigation, and conviction, and the efficiencies of differing styles of punishment, rehabilitation, and corrections. The major requires completion of 42 credit hours: 15 hours of required coursework and 27 hours of elective coursework. In addition, students are encouraged to pursue independent research and internship experiences in the local community. Internship positions are available to students of junior or senior standing who have obtained a minimum cumulative average of 3.0 and permission from the instructor. Internship hours do not count toward a major area of concentration or toward minor areas of study in social sciences.

Required Courses (15 hours)

| | |
|---------|---|
| MAT 223 | Statistics (3) |
| CRM 160 | Introduction to the Criminal Justice System (3) |
| SOC 301 | Criminology Research Methods (3) |
| CRM 360 | Criminology (3) |
| CRM 470 | Senior Seminar/With Criminology Emphasis (3) |

Elective Course Credits (27 hours)

Students must take at least nine (9) elective hours at the 300 level and nine (9) hours at the 400 level from courses in the departments of social sciences. Courses taken as CRM electives cannot also be used to satisfy another major or minor.

At Least 2 Courses from Each of the Following Categories:

Category I - Pre-Law Enforcement:

| | |
|-------------|---------------------------------|
| CRM 303 | Sociology of Law (3) |
| CRM 368 | Police in Society (3) |
| CRM 440 | Criminal Investigation (3) |
| CRM 468 | Social Aspects of Terrorism (3) |
| CRM 462 | Victimology (3) |
| CRM 341/441 | POLICE RELATED |

Category II - Law:

| | |
|-------------|--|
| LAW 341 | American Constitutional Issues: The Federal System (3) |
| LAW 342 | American Constitutional Issues: Civil Rights and Liberties (3) |
| LAW 355 | American Constitutional Issues (3) |
| CRM/LAW 371 | Criminal Court System and Process (3) |
| LAW 372 | Criminal Law (3) |
| LAW 373 | Criminal Procedure (3) |

And such other LAW 240, 340, 440, 491, 492, and 493 courses as from time to time are approved by the Criminology Coordinator on the recommendation of the Director of the Law Program.

Category III - Criminological Research

| | |
|-------------|--------------------------|
| CRM 365 | Juvenile Delinquency (3) |
| CRM 367 | Corrections (3) |
| CRM 341/441 | ANY |

Separate Cross-listed Electives:

| | |
|---------|----------------------------------|
| PSY 323 | Abnormal Psychology (3) |
| ANT 360 | Forensic Anthropology (3) |
| PSY 460 | Substance Abuse (3) |
| PSY 440 | Forensic Psychology (3) |
| SOC 201 | Contemporary Social Problems (3) |
| SOC 101 | Introduction to Sociology (3) |

Criminology Minor: Students choosing to minor in Criminology will analyze law and the criminal justice system, study the causes and consequences of crime, and critique social responses to crime. Students minoring in Criminology must take the following 18 credit hours: CRM 160, 360, 303, and nine additional credit hours of electives.

NOTE: Electives which satisfy other majors or minors cannot be counted toward more than one major.

Criminology (CRM) Course Descriptions

CRM 160 – Introduction to the Criminal Justice System (3)

This course entails an analysis of the history, functions, components, and evolution of the criminal justice system in America. Traditional and contemporary concepts of criminal justice within open and closed social systems as a mechanism for social control will be contrasted. Understanding human behavior, the process of socialization, conformity, and deviance will also be discussed.

CRM 301 – Criminology Research Methods (3)

Prerequisites: CRM 160, CRM 360. This course is designed to educate students on the topic of advanced research design and data analysis. Students will study experimental and non-experimental research designs; probability and nonprobability

sampling techniques; construction of scales; and indexes and methods of bivariate and multivariate data analysis.

CRM 303 – Sociology of Law (3)

Prerequisite: CRM 160. This course provides an analysis of sociological research and theory in conjunction with the development and enforcement of criminal codes and statutes. This course is cross-listed as SOC 303.

CRM 341 – Criminology Selected Topics (3)

Prerequisite: CRM 160. Seminar investigating specialized topics in criminology.

CRM 360 – Criminology (3)

Prerequisite: CRM 160. The course provides a review of theoretical explanations and consequences of crime in contemporary America. Included are such topics as the sociology of law, victimology, critical analyses of public-order crime, and crimes involving abuse of power.

CRM 365 – Juvenile Delinquency (3)

Prerequisite: CRM 160. This course introduces students to the study of juvenile crime and deviance. Included is an exploration of the way delinquency impacts schools, neighborhoods, and the criminal justice system. Major theoretical approaches to the understanding of delinquency are considered along with an examination of currently controversial issues in juvenile delinquency. Special consideration is given to the role of drugs, the media, and other environmental forces in promoting and maintaining patterns of delinquency.

CRM 367 – Corrections (3)

Prerequisites: CRM 160. This course is designed to educate students on the topic of corrections and correctional theory. Students will study different theories and methods of correctional treatment. Students should be able to assess the efficacy and criminological theories that are applied to every correctional practice.

CRM 368 – Police in Society (3)

Prerequisite: CRM 160. The objective of this course is to provide the student with a foundation of law enforcement, which includes the purpose, role, accountability, and answerability of police in society. Commencing with an analysis of the history of American police, the contemporary law enforcement industry will be examined as well. By acknowledging the presence and impact of political, social, cultural, and legal factors on policing, this course also addresses the effect of these aspects on morals, ethics, race, class, and gender.

CRM 371 – Criminal Court System and Process (3)

Prerequisite: CRM 160. This course will provide a description of the American judicial system along with analysis of the actual criminal court process. Students will learn the legal principles that frame the courts and the informal norms and external pressures

that guide how millions of cases are processed every year. This will enable students to understand both the stability of the court system as well as the variance from one courthouse to another, and one case to the next. This course is cross-listed as LAW 371.

CRM 440/441 – Criminology Selected Topics (3)

Prerequisite: CRM 160. Advanced seminar investigating specialized topics in criminology or topics not covered in other criminology.

CRM 462 – Victimology (3)

Prerequisite: CRM 160. This course provides a historical as well as a current perspective regarding the field of victimology. A specific focus on crime victims is essential in examining the role of victimology in today's criminal justice system. As a result, two important themes will emerge. These themes include the effect of victimization as well as the remedies accessible to the victims. This course is cross-listed as SOC 462.

CRM 468 – Social Aspects of Terrorism (3)

Prerequisite: CRM 160. This course is designed to examine terrorism as a social phenomenon. Topics will include typologies and theories relevant to historical and contemporary terrorism. Network analysis, group dynamics, ideologies, and individual predispositions will be evaluated in an effort to understand the manifestation of terrorist violence. This course is cross-listed as SOC 468.

CRM 470 – Senior Seminar in Criminology (3)

Prerequisites: Senior standing. This research practicum is the required capstone course for Criminology majors. Students are expected to draw on their knowledge of criminology acquired during their academic careers to develop and carry out independent research projects. Students will develop research projects requiring problem formulation, reviews of previous research, and writing a formal research proposal or research article.

CRM 481, 482, 483 – Criminology Internship (1-3)

Prerequisites: CRM 160, CRM 360, six hours of 300-400 level Criminology courses, permission of instructor and a GPA of 3.0 or higher. Internships offer practicum experience in criminal justice, forensics, and other forms of applied criminology. Internship hours cannot be counted toward the Criminology major or minor. Students will be required to submit at least one paper to summarize and analyze their experience in their internship. This course is graded on a Pass/Fail system.

CRM 491, 492, 493 – Independent Study (1-3)

Prerequisites: CRM 160, CRM 360, permission of instructor. This course is graded on a letter grade system.

Economics* (ECO)

Economics Major: Students majoring in Economics learn to think carefully and precisely about many issues that are essential for making effective personal decisions and for participating responsibly in public debate. The rigor in economic analysis is an excellent preparation for many graduate programs of study, including law school. Students who major in Economics are required to complete a total of 42 credit hours of study, including 21 hours of core courses:

Required Courses

| | |
|---------|------------------------------|
| ECO 201 | Principles of Macroeconomics |
| ECO 202 | Principles of Microeconomics |
| ECO 311 | Intermediate Microeconomics |
| ECO 312 | Intermediate Macroeconomics |
| ECO 470 | Senior Seminar in Economics |
| MAT 201 | Calculus I |
| MAT 223 | Statistics |

Students must also complete 21 hours of 300 and 400 level economics electives. At least six hours of these electives must be at the 400 level. Students should have completed ECO 201, 202, and MAT 201 and 223 prior to their junior year.

Economics Minor: Students must complete a total of 18 hours, including ECO 201, 202, 311 (ECO/BUS 420 may be substituted for ECO 311), 312 and six hours of 300- and 400-level economics electives.

Economics (ECO) Course Descriptions

ECO 201 – Principles of Macroeconomics (3)

Prerequisite: MAT 113 or placement. An introduction to macroeconomic principles including national income determination, principles of short-run economic fluctuations, long-run economic growth, fiscal and monetary policy, and an introduction to international economics.

ECO 202WI – Principles of Microeconomics (3)

Prerequisite: MAT 113 or placement. An introduction to the economic behavior of individual consumers and firms in perfect and imperfect markets. Analyzes spontaneous market order and explores economic issues including international trade, market failure, and the benefits and costs of government intervention. Microeconomic tools will be applied throughout the semester to evaluate contemporary public policy issues.

ECO 302 – Economics of Sport (3)

Prerequisites: ECO 201 and ECO 202. The course focuses on the economic aspects of sports and includes labor markets in sports, organization behavior of sports leagues, ticket pricing and revenue decisions, economic impact studies, and intercollegiate sports.

ECO 305 – Game Theory (3)

Prerequisites: ECO 201 and ECO 202, or permission. An introduction to the interdisciplinary field of game theory. Primarily focusing on non-cooperative games this course includes a study of Nash equilibrium, mixed strategy equilibria, sequential games, auctions, and other applications.

ECO 311 – Intermediate Microeconomics (3)

Prerequisites: ECO 201, ECO 202, and MAT 201. Intermediate economic study of price theory, the theoretical bases which explain the behavioral patterns of the consumer, the firm, and the industry. Offered fall semesters.

ECO 312 – Intermediate Macroeconomics (3)

Prerequisites: ECO 201 and ECO 202. A theoretical and applicational view of aggregate economics of a society, studied on the intermediate level.

ECO 321 – Money and Banking (3)

Prerequisites: ECO 201 and ECO 202. A study of the functions of modern financial institutions, in particular, commercial banks, and the Federal Reserve System. Their organizational structure and role in the economy are viewed in the concept of monetary and fiscal theory and policy.

ECO 327 – Environmental Economics (3)

Prerequisite: ECO 202. The role of economics in analyzing environmental issues and formulating policy is explored. Tools of economic analysis are used to compare and contrast various regulatory and market-oriented approaches to dealing with environmental problems. The course emphasizes applications of cost-benefit analysis to environmental problems in air, water, land use, and natural environments.

ECO 331 – International Economics (3)

Prerequisites: ECO 201 and ECO 202. A study of international economic relationships in trade, investment, and the movement of capital.

ECO 340 – Selected Topics (3)

Prerequisites: ECO 201 and 202. An in-depth examination of a topic in economics which is not covered in existing courses.

ECO 342 – Economics of Public Choice (3)

Prerequisites: ECO 201 and ECO 202. An introduction to the economics of the government sector. Coverage will include principles, sources, regulation, and effects of taxation, and fiscal and debt management policy.

ECO 355 – American Economic History (3)

Prerequisites: ECO 201 and ECO 202. This course will use economic methods of inquiry into the trends and events of the history of the United States, and also study the long-run development of the U.S. economy. Topics will include the economic motivations for colonization of the North American continent, the American Revolution, the founding

of the United States, early industrialization and economic growth, slavery and the American Civil War, The Great Depression, and 20th century macroeconomic trends.

ECO 360 – Labor Economics (3)

Prerequisites: ECO 201 and ECO 202. Utilizing both a theoretical and institutional methodology, this course will examine the functioning, structure, and characteristics of labor markets in general; and specifically, the American labor force and movement. Issues addressed include an analysis of the unique characteristics of the labor market; history and role of the organized labor movement; market forces determining wage rates and hours expended; collective bargaining; labor mobility; and regulation of the labor market.

ECO 391, 392, 393 – Independent Study (1-6, 1-6, 1-6)

Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

ECO 415 – History of Economic Thought and Systems (3)

Prerequisites: ECO 201 and ECO 202. A detailed examination of the origins of economic analysis beginning with the ancient Egyptians and continuing through to modern approaches. There is particular emphasis on the Classical period.

ECO 417 – Sociological Applications of Economics (3)

Prerequisites: ECO 201 and ECO 202. A study of different aspects of family life as viewed through microeconomic principles. Coverage includes the division of labor in households, marriage markets, the demand function for children, and altruism within the family.

ECO 420 – Managerial Economics (3)

Prerequisites: ECO 202, MAT 135 or MAT 161 or MAT 201, and MAT 223. Students learn how to produce economic-based answers to managerial questions. Topics include empirical methods for demand analysis, production and cost analysis, firm organization and market structure, and business strategy.

ECO 430 – Health Economics (3)

Prerequisites: ECO 201 and ECO 202. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in health care industries. International comparisons are made and the role of the public sector is investigated.

ECO 440 – Selected Topics (3)

Prerequisites: ECO 201 and ECO 202. An in-depth examination of a topic in economics which is not covered in existing courses.

ECO 450 – Econometrics (3)

Prerequisites: ECO 201, ECO 202, MAT 201, MAT 223. An introduction to testing economic hypotheses using statistical methods. Topics will include hypothesis testing, single-variable and multivariate linear regression, introductory nonlinear regression, and pitfalls in regression.

Students will use a computer-based statistical package to practice techniques learned in class, and will also present a course project based on the use of these techniques.

ECO 470 – Senior Seminar in Economics (3)

Prerequisites: ECO 311, ECO 312, three 300/400 electives, and senior standing. Primarily for senior Economics majors, this course probes the epistemological status and unified structure of the discipline of economics. Major research paper will be written on historical, theoretical or applied economics. Final oral presentation will be made to the economics faculty and fellow students majoring in economics.

ECO 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

Prerequisite: Junior standing. Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Education* (EDU)

The Flagler College Education Department provides coursework and mentoring for students interested in working in educational environments. The teacher certification education program is primarily for students wanting to teach in public schools. However, there are many alternate careers and graduate degree options for students with educational backgrounds. The Education Department Program Adviser will advise students as they determine the best options that fit their interests, qualifications, professional environment skills, and future employment goals.

Teacher Certification Program: The teacher certification education programs at Flagler are approved by the Florida Department of Education (FDOE). Flagler graduates from the certification programs are eligible to be certified to teach in Florida and other states which participate in the Interstate Certification Agreement Compact. There are seven undergraduate certification degree programs offered at Flagler College. These include:

Art Education K-12 (ART)

Program Coordinator: Dr. Michele Gregoire

Elementary Education K-6 (EEL)

Program Coordinator: Dr. Sandra Davis

Elementary Education K-6 and Education of the Deaf and Hard of Hearing K-12 (EDD)

Program Coordinator: Dr. Michella Maiorana-Basas

Elementary Education K-6 and Exceptional Student Education K-12 (ESE)

Program Coordinator: Dr. Michele Gregoire

Secondary Education 6-12 (SED) Mathematics

Program Coordinator: Dr. Sally Blake

Secondary Education 6-12 (SED) English and English Degree

Program Coordinator: Dr. Carl Williams

Secondary Education 6-12 (SED) Social Science

Program Coordinator: Dr. Sally Blake

Students earning the Secondary (SED) English certification degree will also earn a degree in English content and meet FDOE requirements for an English Speakers of Other Languages (ESOL) endorsement which supports English Learners (ELs). Students earning the Elementary, Exceptional Student and Deaf and Hard of Hearing certification degrees will earn endorsements in ESOL and Reading.

Requirements for Admission to the Teacher Education Certification

Program: A student who plans to major in any area for teaching certification must meet the following requirements for acceptance to the Education Department:

1. achieve a cumulative 2.5 grade point average by the completion of the fourth semester of college and maintain it throughout their undergraduate program,
2. ** submit either an SAT combined Verbal and Math score of 1010 or higher, or an ACT composite score of 21 or higher,
3. demonstrate professional environment skills needed for teaching,
4. earn a passing score on the Florida Teacher Certification Exam (FTCE) General Knowledge Exam,
5. have earned no grade below a C- in any course required for education certification (see individual education program requirements)
6. completed EDU 202 and EDU 321 and
7. fill out an application for admission.

Students who entered Flagler as freshmen must meet all requirements listed above and apply to the certification program prior to earning 60 credit hours.

Students entering with an AA or bachelor's degree do not need their ACT/SAT scores for admission to the teacher education program.

All other transfer students must meet requirements listed above and apply for admission their first year enrolled at Flagler College. Students who transfer to Flagler should contact the Department Chair or an Education Department Faculty Adviser and request an evaluation of the time necessary to complete their programs before submitting advanced payments to confirm their intentions to enroll.

The Application for Admission Form may be obtained in the Education Office, room 311 in Kenan Hall. The completed form should be returned to the same office.

Teacher Certification Requirements: Students meeting all the admission and degree requirements for graduating from a state-approved program are eligible for a 5-Year Professional Teaching Certificate. State regulations do change from time to time, and students majoring in Education will be advised of these changes which may affect their eligibility for certification. The Chair of the Education Department serves as

the Director of Teacher Certification at Flagler and is responsible for the administration and interpretation of College and FDOE policies relative to teacher preparation.

Graduates seeking certification are required by State law to pass the Florida Teacher Certification Examinations (FTCEs) to receive a 5-Year Professional Level Teaching Certificate (see below for specific exam requirements). Flagler College requires passing scores on the FTCE before students are assigned to their 16-week internship (see information below for details). Students completing degree requirements need to contact their Education Department Program Adviser if they have questions related to teacher certification.

Teacher Certification Examinations (FTCEs): Required FTCEs vary by program area and are listed below. For more detailed information go to <http://www.fl.nesinc.com/>

All students are required to pass the General Knowledge exam to be admitted to the Teacher Certification Program. (See Requirements for Admission to the Teacher Education Certification Program for all requirements.)

All students are required to pass the FTCE Professional Education Test.

Additional Required FTCE Subject Area Examinations (number of subject area examinations depends on program area certification):

Art Education – FTCE Art K-12

Elementary Education (EEL) major -FTCE Elementary Education K-6

Exceptional Student Education (ESE) major – FTCE Exceptional Student Education K-12

Deaf and Hard of Hearing Education (EDD) major – FTCE Hearing Impaired K-12

Elementary Education (EEL) major -FTCE Elementary Education K-6

Exceptional Student Education (ESE) major – FTCE Exceptional Student Education K-12

Deaf and Hard of Hearing Education (EDD) major – FTCE Hearing Impaired K-12

Secondary Education (SED) English - FTCE English 6-12

Secondary Education (SED) Mathematics -FTCE Mathematics 6-12

Secondary Education (SED) Social Science – FTCE Social Science 6-12

If the student is earning a dual degree, all FTCE subject area examinations must be taken for certification. For example, if the student is an EEL/ESE major, both Elementary K-6 and Exceptional Student Education FTCEs must be passed for certification.

In the event a student has problems passing these exams, intervention assistance is available. Please contact your Education Department Program Adviser immediately for advice and assistance.

Practicum Hours: Some of the courses in each certification program degree plan require practicum hours. Practicum hours are specified times to be spent in actual classrooms connected to required courses. These are identified in the program degree plans in this catalog and checklists can be found at Share Point on the Flagler home page; click on Public Folders, then Advising Manuals and Checklists, and then Education Folder, from your Education Department Program Adviser and/or coordinators and in the Education Office.

The checklists are identified by program area and year. Please be sure you select the year you entered Flagler College. When planning courses each semester it is important to include the time practicum will take in your schedule.

Teacher Certification Internship: A sixteen-week internship is required by the FDOE for certification. This requires placement in schools appropriate for the student's intended area of certification. Students are permitted to intern in school systems in the geographical area. **This includes the following counties: St. Johns, Clay, Duval, Flagler, Putnam, and Volusia. Please meet and plan early with your Education Department Program Adviser.

There are two parts to the internship requirement.

Pre-Internship: (Beginning of semester before the internship)

Requirements for this part include the following:

1. Attendance at mandatory meeting with Coordinator of Field Placement and Supervision
2. Application to student teaching internship
3. Clearance for internship through Career Development Center (before clearing with Office of the Registrar)
3. Clearance by Office of the Registrar for graduation
4. Completion of all courses required by the Education program major
5. No grade below a C- in any required Education program course
6. * Passing score on all FTCEs
7. Deaf Education majors must score 2.5 on ASL-PI

Internship:

7. Enrollment in EDU 481 or EDD 481 for the semester of actual student teaching internship
8. Mandatory Intern meetings with supervisors
9. ** Instructional Case Project (ICP): Required of students not earning a reading endorsement
10. Literacy Case Project (LCP): Required of students earning a reading endorsement only

11. **Florida Educator Accomplished Practices (FEAPs) certification indicator documentation to be cleared by Education Department Program Advisers and Department Chair.

*Some of the FTCE subject area examinations are divided into sections for passing scores. If a student has an exemplary academic and professional environment skills record, he or she may appeal for additional time to pass one section of these examinations. The approval must come from the Department Chair and the student's Education Department Program Adviser.

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Professional Environment Skills: Dispositions and interactions with faculty, schools, children and peers are vital to teaching success. The focus on dispositions within the education of educators flows from the recognition that teaching and working with learners of all ages, requires not only specific content knowledge and pedagogical skill, but positive attitudes about education, the cultural value of all people, and meet expected responsibilities as professionals. Some students may not be aware of or have the professional environment skills to work in public school settings or the dispositions to succeed in the education profession. If there is clear evidence and documentation of any disposition issue, the student will be informed and will be expected to work with education faculty to develop an intervention plan. If the disposition problem persists the student will be provided assistance to select an alternative career path that will better support their professional environment skills.

Evidence of appropriate dispositions includes, but are not limited to: positive attitudes, attendance/punctuality, positive communication skills, dependability/reliability, personal initiative, tact and self-control, ability to productively work with others, ability to accept and act on criticism, industry and effort, and adherence to professional dress expectations in school settings.

Anticipated Fees: A one-time internship fee, currently \$300.00, is charged each intern for the semester of student teaching internship. This fee is in addition to regular tuition and is intended to cover the cost of various plans for remuneration of directing teachers.

**There will be two or three semesters when you will need Edthena or a similar video platform for assessment of your practicum and internship teaching experiences. Please meet with your Education Department Program Adviser to identify what semesters you will need this.

FTCE exams for certification are expensive. Please plan for these fees when budgeting.

Elementary Education Major: The general education courses that an Elementary Education with endorsements in ESOL and Reading major must take are ENG 152 or ENG 172, ENG 202, HIS 205 or HIS 206, PSY 101, COM 101, FYS, choose one Creative Expression Category A only, one Foundations of Knowledge Category B

elective, MAT 142, MAT 223, one additional math course from the following - MAT 135, MAT138, MAT 161, MAT 201, MAT 202, and one life science, one earth science, and one physical science. The Education Department Courses that an Elementary Education w/ ESOL and Reading Endorsement major must take are:

Required Courses

- EDU 202 Introduction to Teaching and Learning (3)
- **EDU 242 Introduction to Technology and Portfolio Design (3)
- EDU 321 General Methods of Instruction (3)
- EDU 355 Tests and Measurements (3)
- EDU 357 Classroom Management (3)
- **EDU 462 Professional Development and Technical Design (3)
- EDU 471 Critical Curriculum Studies (3)
- EDU 481 Internship (12)
- ESE 309 Introduction to Exceptionality (3)
- EEL 301 Elementary Reading Instruction 15 hour practicum (3)
- EEL 302 Children's Literature: Reading Across the Content Areas 12 hour service learning (3)
- EEL 342 Elementary Methods of Social Studies 20 hour practicum (3)
- EEL 362 Elementary Methods of Mathematics 20 hour practicum (3)
- EEL 364 Elementary Methods in the Sciences 20 hour practicum(3)
- EEL 365 Elementary Methods in the Arts 20 hour practicum (3)
- EEL 431 Elementary Methods of Language Arts 20 hour practicum (3)
- EEL 455 Diagnostic Reading 20 hour practicum(3)
- ESL 315 Cross Cultural Communications (3)
- ESL 325 Applied Linguistics (Approved for ESOL Credit) (3)
- ESL 415 ESOL Curriculum and Materials Development 30 hour practicum (3)

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Elementary Education / Education of the Deaf and Hard of Hearing:

The general education courses that an Education of the Deaf and Hard of Hearing/ Elementary Education with endorsements in ESOL and Reading major must take are ENG 152 or ENG 172, ENG 202, HIS 205 or HIS 206, PSY 101, COM 101, FYS, choose one Creative Expression Category A only, one Foundation of Knowledge Category B elective if SLS 201 or SLS 202 is not taken MAT 142, MAT 223, one additional math course from the following - MAT 135, MAT 138, MAT 161, MAT 201, MAT 202, and one life science, one earth science, and one physical science.

The American Sign Language Courses at Flagler College are listed as Sign Language Studies class (SLS 201, SLS 202, SLS 301, and SLS 302). These courses represent the various levels of instruction from Introduction to American Sign Language (ASL) to Advanced ASL. All Education of the Deaf and Hard of Hearing students are expected to

take SLS 201, SLS 202, SLS 301, and SLS 302 or to demonstrate competency in course content. This can be done by taking the ASL Placement Test which is offered each semester during the first week of classes. SLS 201 and SLS 202 are offered for those students requiring early skill development in ASL and are open to all students. These two courses also fulfill general education requirements in the area of Foundations of Knowledge, Category B. SLS 301 and 302 are designed primarily for students who are majoring in Education of the Deaf and Hard of Hearing. They receive preference in enrollment at this level. If there are seats available in these classes at any given time, ASL students from other disciplines may enroll with the instructor's permission. Students who have some formal experience with ASL through coursework or interaction with Deaf people will most likely do well on the test and be placed in an upper level class. A "D" in an ASL course for an Education of the Deaf and Hard of Hearing Major is unacceptable and students may not progress to the next level of sign language studies until they retake the ASL course in which they received a "D."

The Education Department Courses that an Education of the Deaf and Hard of Hearing/Elementary Education with endorsements in ESOL and Reading major must take are:

Required Courses

- EDU 202 Introduction to Teaching and Learning (3)
- EDU 242 Introduction to Technology and Portfolio Design (3)
- **EDU 321 General Methods of Instruction (3)
- EDU 355 Tests and Measurements (3)
- EDU 357 Classroom Management (3)
- EDU 462 Professional Development and Technical Design (3)
- **EDU 471 Critical Curriculum Studies (3)
- ESE 309 Introduction to Exceptionality (3)
- EEL 301 Elementary Reading Instruction 15 hour practicum (3)
- EEL 362 Elementary Methods of Mathematics 20 hour practicum (3)
- EEL 364 Elementary Methods in the Sciences 20 hour practicum (3)
- EEL 365 Elementary Methods in the Arts 20 hour practicum (3)
- EEL 455 Diagnostic Reading (3)
- SLS 201 American Sign Language I (3)
- SLS 202 American Sign Language II (3)
- SLS 301 Intermediate American Sign Language (3)
- SLS 302 Advanced American Sign Language (3)
- EDD 349 Foundations of Education of the Deaf and Hard of Hearing (FS) (3)
- EDD 360 Hearing Science (FS) (3)
- EDD 362 Speech Science (SS) (3)
- EDD 370 Reading/Emergent Literacy (3)
- EDD 448/548 ASL in the Classroom Setting (3)
- EDD 470/560 Methods of Teaching Language (FS) to the Deaf and Hard of Hearing
30 hour practicum (3)

- EDD 473/562 Methods of Instruction for the Deaf and Hard of Hearing
30 hour practicum (3)
- EDD 476/576 Curriculum Development for the Deaf and Hard of Hearing (3)
- EDD 481 Internship with the Deaf and Hard of Hearing (12)
- ESL 315 Cross Cultural Communications (3)
- ESL 325 Applied Linguistics (Approved for ESOL Credit) (3)
- ESL 415 ESOL Curriculum and Materials Development 30 hour practicum (3)

One 30-hour practicum in deaf education, to be associated with either EDD 470 or EDD 473, must be completed in a mainstreamed classroom for deaf and hard of hearing students (K-12).

Upon completion of the sign language courses and prior to the Internship semester, students enrolled in Education of the Deaf and Hard of Hearing program must successfully pass a Sign Language Competency Test. If a student is unable to pass the Sign Language Competency Test, he/she will not be permitted to intern with deaf or hard-of-hearing students.

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Information for Students Transferring into the Education of the Deaf and Hard of Hearing Program at Flagler College: Transfer students enter the program at Flagler with some completed coursework and often, with an AA degree from another college. While these hours are an important part of the student's studies, they do not always cover the necessary courses for the Education of the Deaf major. Due to the dual nature of our program, Elementary Education (K-6) and Deaf Education (K-12) and the addition of up to 15 hours of ASL, students transferring in will not be able to complete the program in two years. Generally, transfer students must remain in the program for three to three and a half years in order to complete the required courses, practicum and internship which are necessary for students to obtain their certification requirements in the areas of reading and ESOL. Students transferring into the Education of the Deaf and Hard of Hearing Program should not expect to complete the program in two years.

Elementary Education / Exceptional Student Education: The content of Exceptional Student Education courses at Flagler College follows the standards and ethics established for professional training and practice by the Council for Exceptional Children, and incorporates the Florida Department of Education accomplished practices for pre-service teachers, and the ESE K-12 Competencies and Skills Required for Teacher Certification in Florida, 20th Edition. The general education courses that an Elementary Education / Exceptional Education with endorsements in ESOL and Reading major must take are ENG 152 or ENG 172, ENG 202, HIS 205 or HIS 206, PSY 101, COM 101, FYS, choose one Creative Expression Category A elective, one Foundations of Knowledge Category B elective, MAT 142, MAT 223, one additional math

course from the following - MAT 135, MAT 138, MAT 161, MAT 201, MAT 202, and one life science, one earth science, and one physical science. The Education Department Courses that an Elementary Education/Exceptional Education with endorsements in ESOL and Reading major must take are:

Required Courses

- EDU 202 Introduction to Teaching and Learning (3)
- **EDU 242 Introduction to Technology and Portfolio Design (3)
- EDU 321 General Methods of Instruction (3)
- EDU 355 Tests and Measurements (3)
- EDU 357 Classroom Management (3)
- **EDU 462 Professional Development and Technical Design (3)
- EDU 471 Critical Curriculum Studies (3)
- EDU 481 Internship (12)
- EEL 301 Elementary Reading Instruction 15 hour practicum (3)
- EEL 302 Children's Literature: Reading Across the Content Areas
12 hour service learning (3)
- EEL 342 Elementary Methods of Social Studies 20 hour practicum (3)
- EEL 362 Elementary Methods of Mathematics 20 hour practicum (3)
- EEL 364 Elementary Methods in the Sciences 20 hour practicum (3)
- EEL 365 Elementary Methods in the Arts (3)
- EEL 431 Elementary Methods of Language Arts 20 hour practicum (3)
- EEL 455 Diagnostic Reading 20 hour practicum (3)
- ESE 309 Introduction to Exceptionality (3)
- ESE 330 Techniques in Assessment of Exceptional Children 15 hour practicum (3)
- ESE 365 Language Development and Speech Disabilities (FS) (3)
- ESE 420 Instructional Practices: Elementary Students with Mild/Moderate
Disabilities 25 hour practicum (3)
- ESE 425 Instructional Practices: Secondary Students with Mild/Moderate
Disabilities 25 hour practicum (3)
- ESE 470 Senior Research Seminar in Special Education (3)
- ESL 315 Cross Cultural Communications (3)
- ESL 325 Applied Linguistics (Approved for ESOL Credit) (3)
- ESL 415 ESOL Curriculum and Materials Development 30 hour practicum (3)

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Art Education (K-12): The general education courses that an Art Education major must take are ENG 152 or ENG 172, ENG 202, HIS 205 or HIS 206, PSY 101, COM 101, FYS, ART 218, one Foundations of Knowledge Category B elective, MAT 142, MAT 223, one additional math course from the following - MAT 135, MAT 138, MAT 161, MAT 201, MAT 202 and two of the following sciences - life science, earth science, or physical science from the General Education list. The Education Department Courses that an Art Education major must take are:

Required Courses

- EDU 202 Introduction to Teaching and Learning (3)
 **EDU 242 Introduction to Technology and Portfolio Design (3)
 EDU 321 General Methods of Instruction (3)
 EDU 355 Tests and Measurements (3)
 EDU 357 Classroom Management 15 hour practicum (3)
 **EDU 462 Professional Development and Technical Design (3)
 EDU 471 Critical Curriculum Studies 30 hour practicum (3)
 EDU 481 Internship (12)
 EEL 363 Methods of Teaching Art 30 hour practicum (SS) (3)
 ESE 309 Introduction to Exceptionality (3)
 ESL 315 Cross Cultural Communications 15 hour practicum (3)
 SED 363 Principles of Content Reading 20 hour practicum (FS) (3)

Required Art Courses

- ART 105 Drawing and Composition I (4)
 ART 106 Drawing and Composition II (4)
 ART 204 Image Studio (4)
 ART 225 Two-Dimensional Materials and Concepts (4)
 ART 226 Three-Dimensional Materials and Concepts (4)
 ART 241 Photography I (4)
 ART 251 Survey of Art History I (3)
 ART 252 Survey of Art History II (3)
 ART 302 Painting I (4)
 ART 315 Ceramic Sculpture (4)
 ART 352 Art History III (3)

Choose 1 course from below

- ART 338 Intaglio Printmaking (4)
 ART 339 Relief Printmaking (4)

** The Education Department is in transition, and some requirements may change before graduation for students entering under this catalog.

English Education: The general education courses that a Secondary Education English major must take are ENG 152 or ENG 172, ENG 202, HIS 205 or HIS 206, PSY 101, COM 101, FYS, choose one each - Creative Expression Category B, one Foundations of Knowledge Foreign Language course, MAT 142, MAT 223, one additional math course from the following - MAT 135, MAT 138, MAT 161, MAT 201, MAT 202, and two of the following sciences - life science, earth science, or physical science from the General Education list.

The English major is achieved within this degree. Students must declare their intent to pursue the major to the Office of Student Success and Advising in order for it to be reflected on transcripts.

The Education Department courses that a Secondary Education-English major with an endorsement in ESOL must take are:

Required Courses (Education)

- EDU 202 Introduction to Teaching and Learning (3)
- **EDU 242 Introduction to Technology and Portfolio Design (3)
- EDU 321 General Methods of Instruction (3)
- EDU 355 Tests and Measurements (3)
- EDU 357 Classroom Management 15 hour practicum (3)
- **EDU 462 Professional Development and Technical Design (3)
- EDU 471 Critical Curriculum Studies 30 hour practicum (3)
- EDU 481 Internship (12)
- ESE 309 Introduction to Exceptionality (3)
- SED 363 Principles of Content Reading 20 hour practicum (3)
- SED 364 Methods of Teaching English 30 hour practicum (3)
- ESL 315 Cross Cultural Communications (3)
- ESL 325 Applied Linguistics (Approved for ESOL Credit) (3)
- ESL 415 ESOL Curriculum and Materials Development 30 hour practicum (3)

Required Courses (English)

- ENG 211 Introduction to Early British Literature (3)
- ENG 212 Introduction to Late British Literature (3)
- ENG 221 Introduction to Early American Literature (3)
- ENG 222 Introduction to Late American Literature (3)
- ENG 311 Advanced Academic Writing (3)
- ENG 315 Shakespeare I (3)
- ENG 341 Literary Criticism (3)
- ENG 470 English Senior Seminar (3)

Choose one course from below

- ENG 345 Film Literature (3)
- ENG 322 Great Short Stories (3)
- ENG 323 Studies in Drama (3)

Choose one course from below

- ENG 325 African American Literature (3)
- ENG 321 Southern Writers (3)
- ENG 354 Women's Literature (3)
- ENG 333 Postcolonial Literature (3)

Choose one course from below

- ENG 331 Great Works of World Literature (3)
- ENG 332 Great Works of Western Literature (3)
- ENG 334 Mythology (3)

Choose one course from below

- ENG 401 Renaissance Literature (3)
- ENG 410 Medieval Literature (3)
- ENG 417 Milton (3)
- ENG 416 Shakespeare II (3)

Choose one course from below

- ENG 403 Restoration and Eighteenth Century Literature (3)
- ENG 406 British Romantic Literature (3)
- ENG 408 Victorian Literature (3)
- ENG 450 Modern and Contemporary British Literature (3)
- ENG 441 The English Novel (3)

Choose one course from below

- ENG 421 Early American and Transcendental Literature (3)
- ENG 422 American Realism and Naturalism (3)
- ENG 425 Modern American Literature (3)
- ENG 423 Contemporary American Literature (3)

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Mathematics Education: The general education courses that a Secondary Mathematics Education Degree major must take are MAT 223, ENG 152 or ENG 172, ENG 202, COM 101, FYS 142 or FYS 152 or FYS 172, one course from category A and two courses from one of the B categories under Foundations of Knowledge, two courses in Creative Expression Category A or one course in Creative Expression Category A and one course in Creative Expression Category B, PSY 101, one course in Ways of Knowing A and once course in Ways of Knowing B.

The Education Department Courses that a Secondary Mathematics Education major must take are EDU 202 (also Ways of Knowing Category A, Writing Intensive) EDU 242, EDU 321, EDU 355, EDU 357, EDU 462, EDU 471, EDU 481, ESE 309, ESL 315, SED 363, and SED 366.

The additional courses that must be taken to earn a Secondary Mathematics Education Degree are in the mathematics and technology subject area. These are MAT 201, MAT 202, MAT 203, MAT 312, MAT 335, MAT 361, MAT 368, MAT 371, MAT 381WI, and MIS 206.

Required Courses (Education)

- EDU 202 Introduction to Teaching and Learning
- **EDU 242 Introduction to Technology and Portfolio Design
- EDU 321 General Methods of Instruction
- EDU 355 Tests and Measurements
- EDU 357 Classroom Management 15 hour practicum
- **EDU 462 Professional Development and Technical Design

| | |
|---------|--|
| EDU 471 | Critical Curriculum Studies 30 hour practicum |
| EDU 481 | Internship (12 Hours) |
| ESE 309 | Introduction to Exceptionality |
| ESL 315 | Cross Cultural Communications 15 hour practicum |
| SED 363 | Principles of Content Reading 20 hour practicum (FS) |
| SED 367 | Methods of Teaching Mathematics 30 hour practicum |

Required Courses (Mathematics and Technology)

| | |
|---------|--|
| MAT 223 | Statistics |
| MAT 201 | Calculus I |
| MAT 202 | Calculus II |
| MAT 203 | Calculus III |
| MAT 312 | Modern Geometry |
| MAT 335 | Number Theory |
| MAT 361 | Linear Algebra |
| MAT 368 | Discrete Mathematics |
| MAT 371 | Differential Equations |
| MAT 381 | History of Mathematics (Writing Intensive) |
| MIS 206 | Data Management for Business |

*** Certification Approval Pending from FDOE

Social Science Education: The general education courses that a Secondary Education Social Science major must take are ENG 152 or ENG 172, ENG 202, HIS 205 or HIS 206, PSY 101, SOC 101 or ECO 201 or ECO 202, COM 101, FYS, choose one from each Creative Expression Category A and B, one Foundations of Knowledge Category B elective, MAT 142, MAT 223, one additional math course from the following - MAT 135, MAT 138, MAT 161, MAT 201, MAT 202, and two of the following sciences - life science, earth science, and physical science.

The History minor is achieved within this degree. Students must declare their intent to pursue the minor to the Office of Student Success and Advising in order for it to be reflected on transcripts.

The Education Department courses that a Secondary Education-Social Science major must take are:

Required Courses (Education)

| | |
|-----------|---|
| EDU 202 | Introduction to Teaching and Learning (3) |
| **EDU 242 | Introduction to Technology and Portfolio Design (3) |
| EDU 321 | General Methods of Instruction (3) |
| EDU 355 | Tests and Measurements (3) |
| EDU 357 | Classroom Management 15 hour practicum (3) |
| **EDU 462 | Professional Development and Technical Design (3) |

- EDU 471 Critical Curriculum Studies 30 hour practicum (3)
- EDU 481 Internship (12)
- ESE 309 Introduction to Exceptionality (3)
- ESL 315 Cross Cultural Communications 15 hour practicum (3)
- SED 363 Principles of Content Reading (3)
- SED 365 Methods of Teaching Social Science 30 hour practicum (FS) (3)

Required Courses (History / Social Sciences)

- HIS 101 Western Civilization I (3)
- HIS 102 Western Civilization II (3)
- HIS 330 History of Florida (3)
- POS 221 Politics in the United States (3)
- GEO 201 Human Geography (3)

One 300-level History course

Two 400-level History courses

Four different disciplines must be represented:

Two 300-level (non-History) Social Science courses

Two 400-level (non-History) Social Science courses

A checklist of required courses for each major is available from your Education Department Program Adviser in the Education Department office. Each student is required to obtain a copy of the checklist for his/her major, become familiar with the course requirements, and use the checklist for schedule planning and course registration. Total hours for each major are included in the checklist.

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Education (EDU) Course Descriptions

EDU 202WI – Introduction to Teaching and Learning (3)

A study of the foundations and practice of education, including a focus on behavioral and cognitive learning theories and motivation of the individual learner.

EDU 242 – Introduction to Technology and Portfolio Design (3)

Prerequisites: EDU 202. An educational technology course designed to (1) apply educational technology to classroom instruction, grades K-12 and exceptional student education; (2) familiarize students with the Florida Educators Accomplished Practices (FEAP), the common set of competencies in all of Florida's teacher preparation programs; (3) acquaint students with electronic applications and programs designed to complete the graduation portfolio for all Education majors.

EDU 321 – General Methods of Instruction (3)

Prerequisite: EDU 202. A survey of various models and strategies with practice in instructional planning and lesson presentation.

EDU 340 – Selected Topics in Education (1-3)

Prerequisites: EDU 202 and EDU 321, or instructor permission. Seminars investigating or exploring topics in education not covered in other courses, issues emerging in the field, or courses offering education study for non-majors. Offered as needed.

EDU 355 – Tests and Measurements (3)

Prerequisites: EDU 321 and one methods course. Basic principles of education testing to include: content measured by state achievement tests; how data may be used to improve student learning; Assessment of English Language Learners; and statistical concepts necessary to administer and interpret testing instruments.

EDU 357 – Classroom Management (3)

Prerequisites: EDU 321, Junior standing, one methods course, and 15 hour practicum for all Secondary and Art education majors. A study of research based practices for effectively managing an elementary or secondary classroom. Attention will also be given to issues of school safety, ethics and the teaching profession, and laws governing educational systems.

EDU 440 – Selected Topics (1-3)

Prerequisites: Instructor permission, acceptance into the Education Department, majors only. Advanced seminars investigating specialized issues, topics, or research in education and subfields. Focus is on developing depth in areas not addressed significantly in other education courses. Offered as needed.

EDU 462 – Professional Development and Technical Design (3)

Prerequisites: EDU 242, Acceptance into the Education Department, acceptance of Intern Application, and enrollment in final coursework prior to internship. The capstone course for the Education major designed to assist students in utilizing and refining technology skills to obtain certification and employment, and completing a pre-internship portfolio. Students are required to purchase an external hard drive no smaller than 100 G.

EDU 471 – Critical Curriculum Studies (3)

Prerequisite: Acceptance into the Education Department. A study of curriculum expectations in educational environments, the forces that impel change, and development of the knowledge and skills to become advocates through evidentiary argumentation. 30-hour practicum required for Education majors in Art, English, Mathematics, and Social Science.

EDU 480 – Intern Supervision (3)

A course designated for district teachers who supervise Flagler College Education interns.

EDU 481 – Internship (12)

Prerequisites: Acceptance into the Education Department, approval of Intern Application, and passage of all FTCE's required for major. Student teaching requires one full semester of the student's senior year. No other courses may be taken during the internship without special permission of the Department. Elementary Education

majors with a concentration in Exceptional Student Education or Deaf Education will intern in both specialization areas.

EDU 491, 492, 493 – Independent Studies (3, 3, 3)

Independent or directed study on a subject chosen and outlined by the advanced student with the approval of the instructor and the Department Chairperson. The study should involve considerable research and may include practical experience with students. This course is graded on a letter grade system.

Elementary Education (EEL)

EEL 301 – Elementary Reading Instruction (3)

Prerequisite: EDU 202. This course will provide students with an understanding of the reading process, beginning reading instruction, and teaching reading across the content areas for the primary and intermediate grades. 15 hour practicum required.

EEL 302 – Children’s Literature: Reading Across the Content Areas (3)

Prerequisite: EDU 202. Students will be immersed in a variety of quality children’s literature. Distinguishing features of fiction and nonfiction text, as well as strategies and techniques designed to facilitate reading comprehension across the content areas will be covered in this course. Service learning requirement is included. 12 hour service learning required.

EEL 342 – Elementary Methods of Social Studies (3)

Prerequisite: EDU 321. Strategies and methods for teaching social studies in the elementary school. 20-hour practicum required.

EEL 362 – Elementary Methods of Mathematics (3)

Prerequisite: EDU 321. Techniques of diagnosing and analyzing mathematical problems and teaching mathematical operations such as addition, subtraction, multiplication, and division. 20-hour practicum required.

EEL 363 – Methods of Teaching Art (3)

Prerequisite: EDU 321. (Restricted to Art Education majors only). Strategies and methods for teaching art in elementary school and high school. 30-hour practicum required. Offered spring semester.

EEL 364 – Elementary Methods of Science (3)

Prerequisite: EDU 321. An interdisciplinary approach to instructional planning and teaching science in the elementary grades. 20-hour practicum required.

EEL 365 – Elementary Methods in the Arts (3)

Prerequisite: EDU 321. An interdisciplinary approach to teaching music, art, dance/movement, and creative drama in the elementary grades. 20-hour practicum required.

EEL 431WI – Elementary Methods of Language Arts (3)

Prerequisites: EDU 321, EEL 301, EEL 302, acceptance into the Education Department.

The purpose of this course is to gain an understanding of reading and writing processes and the principles of an effective language arts program. 20-hour practicum required.

EEL 455 – Diagnostic Reading (3)

Prerequisites: EDU 321 and EEL 301, acceptance into the Education Department. The course examines various kinds of reading problems with techniques for diagnosis of difficulties and possible methods of treatment. Required for students majoring in Elementary Education, Exceptional Student Education, and Education of the Deaf and Hard of Hearing. 20-hour practicum required.

Education of the Deaf and Hard of Hearing (EDD)

Upon completion of the sign language courses and prior to the Internship semester, students enrolled in Education of the Deaf and Hard of Hearing program must successfully pass a Sign Language Competency Test. If a student is unable to pass the Sign Language Competency Test, he/she will not be able to intern with the deaf or hard-of-hearing students.

EDD 349 – Foundations of Education of the Deaf and Hard of Hearing (3)

Prerequisites: EDU 202, SLS 201, and SLS 202. Philosophical approaches to education of the deaf and hard of hearing, psychological characteristics of deaf and hard of hearing populations, social adaptation of the deaf and hard of hearing will be discussed. History of the education of the deaf and hard of hearing will be reviewed. Participation in a 30-hour practicum is required. Offered fall semester.

EDD 360 – Hearing Science (3)

Co-requisite: Enrollment in EDD 349. The purpose of this course is to provide information on the assessment of audition and the determination of auditory training goals and intervention strategies for assisting deaf students in maximizing use of their residual hearing. Offered fall semester.

EDD 362 – Speech Science (3)

Prerequisite: EDD 360. The purpose of this course is to provide information on approaches that can be used to determine goals and intervention strategies for developing the speech skills of deaf students based on phonetic and functional assessments. Offered spring semester.

EDD 370 – Reading/Emergent Literacy (3)

Prerequisite: EDD 349. The purpose of this course is the study of the development of language skills in young deaf children (birth to grade three) and the patterns of instruction, interaction, and experience which facilitate that development. Particular attention will be given to experiential and mediated learning models. Offered fall semester.

EDD 448/EDD 548 - ASL in the Classroom Setting (3)

This course is designed for students to improve conceptual accuracy in American Sign Language (ASL) vocabulary, translation, and instruction in the content areas. The course, designed for students majoring in deaf education, will also focus on educational

techniques, lesson planning, and establishing an accessible bilingual classroom environment in the K-12 setting. As part of a comprehensive model in deaf education, the course will provide educational techniques for teaching children and young adults with a variety of hearing losses in different school settings and will explore other common communication modalities used in the classroom setting, with an emphasis on Conceptually Accurate Signed English (CASE), Sign Supported Speech (SSS), and Simultaneous Communication (SIMCOM). Prerequisites for this course include: SLS 201, SLS 202, SLS 301, SLS 302, EDD 346, and EDD 347.

EDD 470/560 – Methods of Teaching Language to the Deaf and Hard of Hearing (3)

Prerequisites: EDD 349, EDD 370, and EEL 301, acceptance into the Education Department. Principles and techniques of teaching language, reading, and writing skills to deaf and hard-of-hearing children in grades four and beyond. There is particular emphasis on the teaching of reading and literacy skills with deaf and hard-of-hearing students. 30-hour practicum required. Offered spring semester.

EDD 473/562 – Methods of Instruction for the Deaf and Hard of Hearing (3)

Prerequisites: EDD 349, EDD 370, acceptance into the Education Department, and senior standing. Principles and methods of organizing and teaching academic content to deaf and hard-of-hearing students; procedures for evaluating academic achievement; design of IEPs. 30-hour practicum required. Offered fall semester.

EDD 476/567 – Curriculum Development for the Deaf and Hard of Hearing (3)

Prerequisites: EDD 349, EDD 470 or EDD 473, acceptance into the Education Department, and senior standing. Examination of the social, cultural, and legal forces and the influence of human development on curriculum for deaf and hard of hearing students in grades K-12. Includes consideration of programming (residential, mainstreaming, and inclusion). Offered fall semesters. May be taken during internship with permission.

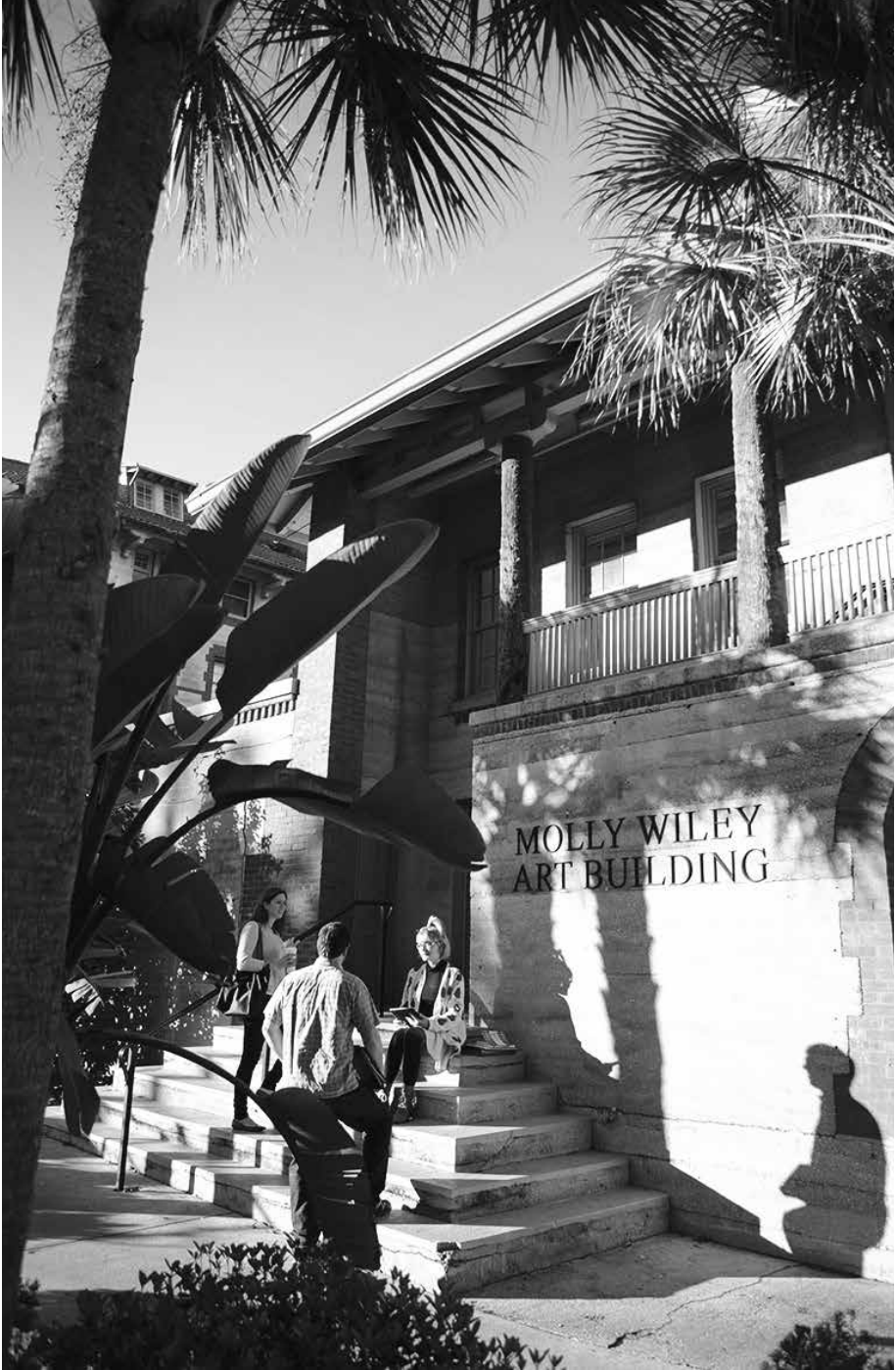
EDD 481 – Internship with the Deaf and Hard of Hearing (12)

Prerequisites: Acceptance into the Education Department, approval of Intern Application, and passage of all FTCE's required for major. A full semester of practice teaching with eight weeks in an elementary school (hearing) and eight weeks in an elementary or middle school class with students who are deaf and hard-of-hearing.

Exceptional Student Education (ESE)

ESE 309 – Introduction to Exceptionality (3) (*optional 1 credit field extension)

An introductory course into the field of special education. Studied will be the various categories of students identified in the Individual with Disabilities Education Act (IDEA). The optional 1 credit field extension is offered as part of the study abroad program to experience international programs in exceptional student education.



One of Flagler College's goals is to provide a healthy, safe, secure, and inviting campus environment for students, faculty, staff, and visitors.

ESE 330 – Techniques in Assessment of Exceptional Children (3)

Prerequisites: EDU 202 and ESE 309. (Recommended: EDU 355). The student will develop skills in understanding measurement in the areas of intelligence, adaptive behavior, social emotional behavior, and academic achievement. Required of all students seeking certification in exceptional student education. 15-hour practicum required. Offered fall semester.

ESE 365 – Language Development and Speech Disabilities (3)

Prerequisite: EDU 202. A survey of the development of language and speech in children with consideration of the problems of students served in the Exceptional Student Education Program including the deaf and hard of hearing. Offered fall semester.

ESE 420 – Instructional Practices: Elementary Students with Mild/Moderate Disabilities (3)

Prerequisites: ESE 309 and EEL 301, acceptance into the Education Department. Students learn instructional approaches and materials for teaching pre-academic, academic, and social/behavioral skills through assessment, task analysis, and applications of research supported methodologies for students with mild/moderate disabilities within the school environment. A 25-hour field-based practicum is integral to the course and essential for producing the required course artifact. Offered fall semester.

ESE 425 – Instructional Practices: Secondary Students with Mild/Moderate Disabilities (3)

Prerequisite: ESE 309, acceptance into the Education Department. This is a methods course designed to explore best practices for managing and teaching secondary students with mild and moderate disabilities. Topics of study include: high school graduation requirements; types of high school diplomas for students with special needs; Transition Individual Education Plans (T-IEPs); development of reading skills and instructional practices for teaching content, i.e. social studies and science, to secondary students with disabilities; exploring best instructional practices, study skills, and social skills, and social skills for students with mild to moderate disabilities. Effective lesson plan writing will also be emphasized in the course. 25-hour practicum required. Offered spring semester.

ESE 470 – Senior Research Seminar in Special Education (3)

Prerequisite: ESE 420 or ESE 425 or permission of instructor, acceptance into the Education Department. Students learn the scientific method and procedures used in educational research (action, experimental, descriptive, philosophical, and historical) and apply that knowledge through reading, reviewing, discussing research, and conducting a small research project/artifact in conjunction with the 25-hour field based practicum assignment. Offered spring semester.

English for Speakers of Other Languages/ESOL (ESL)**ESL 315 – Cross Cultural Communications (3)**

This course examines cultural diversity in the sociopolitical, cultural, and linguistic contexts of teaching, learning, and living in a global society to increase intercultural competence for interpersonal communication with K-12 English Language Learners (ELL) and their families. A 15-hour practicum required for secondary Social Sciences and Art Education majors excluding English majors. Course offered every semester.

ESL 325 – Applied Linguistics (3)

Prerequisite: EDU 202. Current educational practice requires that teachers of exceptional students have a fundamental understanding and appreciation of cultural diversity. Because language is a universal cultural constituent, a basic familiarity with linguistics is also essential. This course is designed to provide the student with means for examining language and culture and to extend this inquiry to education settings.

ESL 415 – ESOL Curriculum and Materials Development (3)

Prerequisite: EDU 321, acceptance into the Education Department. The purpose of this course is to examine grade-level curricula and materials used with English Language Learners (ELLs) and the research-supported instructional practices that may be developed and adapted to provide ELLs equal opportunity for achieving academic success in K-12 classrooms. 30-hour practicum required. Offered every semester.

Secondary Education (SED)**SED 363 – Principles of Content Reading (3)**

Prerequisite: EDU 321. Methods of assisting the secondary school student with reading and study techniques in various subject areas. Required of all Secondary Education majors. 20-hour practicum required. Offered fall semester.

SED 364 – Methods of Teaching English (3)

Prerequisite: EDU 321. (Restricted to Secondary Education – English majors only). A survey of the methods of teaching language arts in grades 6-12 including historical surveys of literature and literary types with special emphasis on teaching techniques, and working with LEP students. 30-hour practicum required. Offered spring semester.

SED 365 – Methods of Teaching Social Science (3)

Prerequisite: EDU 321. (Restricted to Secondary Education - Social Science majors only). An overview of the social sciences including methods of presenting concepts and relationships in junior and senior high school with particular emphasis on history, political science, sociology, geography, and economics. 30-hour practicum required. Offered spring semester.

SED 367 – Methods of Teaching Mathematics (3)

Prerequisite: EDU 321. (Restricted to Secondary Education - Mathematics majors only). The purpose of this course is to examine content and methods for teaching

Mathematics at the secondary school level. The emphasis is on mathematical problem solving; the necessary training for lifelong learning; use of technology and alternative assessment. The student will explore a variety of techniques and reflect on approaches most applicable to teaching and learning in the middle school and high school mathematics classroom. “Hands-on” approaches, resources, materials, technology, and ideas drawn from the student’s experience will be discussed. A full and comprehensive grasp of the National and State standards in Mathematics will be developed.

Sign Language Studies (SLS): The purpose of Sign Language Studies (SLS) series (SLS 201, SLS 202, SLS 301, and SLS 302) is to support students in developing proficiency in American Sign Language (ASL) through a linguistic, communicative, and cultural approach. All course offerings are intended to build on one another and include emphasis on developing receptive and expressive signing skills. In addition to formal instruction in the classroom and through lab experiences, students are expected to actively engage with the local Deaf community and seek opportunities for developing their ASL skills with native users. Students in ASL courses are expected to make regular use of the Flagler College ASL Lab to support their skill development. The Sign Language Studies (SLS) series is open to all students at Flagler College and can be counted towards the General Education language requirement.

SLS 201 – American Sign Language I (3)

The first in the series of four SLS ASL course offerings, this course is designed to teach basic conversational skills in ASL and introduce students to American Deaf culture. Students will develop an emerging understanding of American Sign Language (ASL) structure, grammar, and introductory/conversational ASL phrases. ASL literature, historical, cultural, and social aspects of deafness will be introduced with emphasis on comparisons and connections to one’s own culture. Weekly participation in ASL Lab activities and Deaf community events is required. This course is open to all Flagler College students. Enrollment preference is given to Deaf Education majors.

SLS 202 – American Sign Language II (3)

Prerequisites: a minimum of a “C-” in SLS 201 or ASL Placement Test Score equivalency. The second in the series of four SLS offerings, this course is designed as a continuation and expansion of the skills and competencies addressed in SLS 201, with an increased emphasis on expressive and receptive skills as well as appropriate sociocultural behaviors specific to interacting with the Deaf community. Students will develop ASL grammar and syntax as well as skills in the use of classifiers, space, grammatical markers, and modulation of signs to denote time and location. Weekly participation in ASL Lab activities and Deaf community events is required. This course is open to all Flagler College students. Enrollment preference is given to Deaf Education majors.

SLS 301 – American Sign Language III (3)

Prerequisites: a minimum of a “C-” in SLS 202 or ASL Placement Test Score equivalency. The third in the series of four SLS offerings, this course is designed as a continuation and expansion of SLS 202 with increased emphasis on intermediate expressive and receptive skills as well as integration of appropriate sociocultural behaviors. Students will continue to develop ASL grammar and syntax as well as ASL discourse skills, presentation skills, use of classifiers, spatial organization, ASL poetry, and storytelling at the intermediate level. Weekly participation in ASL Lab activities and Deaf community events is required. This course is open to all Flagler College students. Enrollment preference is given to Deaf Education majors.

SLS 302 – American Sign Language IV (3)

Prerequisites: a minimum of a “C-” in SLS 301 or ASL Placement Test Score equivalency. The final course in the series of four SLS offerings, this course is a continuation and expansion of SLS 301 with increased emphasis on advanced expressive and receptive skills as well as the integration of appropriate sociocultural behaviors. Students will develop complex ASL grammar and syntax as well as acquire advanced skills in ASL discourse, classifiers, ASL poetry, and storytelling. Students will begin to develop ASL-English translation skills focused primarily on Basic Interpersonal Communication Skills (social language). Weekly participation in ASL Lab activities and Deaf community events is required. This course is open to all Flagler College students. Enrollment preference is given to Deaf Education majors.

English* (ENG)

The English major provides the opportunity to study the great works of the literary tradition as well as contemporary works that shape our lives. The major develops students’ powers of critical analysis in reading and writing, preparing students to work in fields that require a mastery of language, including teaching, writing, editing, publishing, research, law, and communication.

English Major: Students majoring in English are required to take a minimum of 45 hours, as indicated below. Note that ENG 211, ENG 212, ENG 221, ENG 222, ENG 315, ENG 341, and ENG 470 are required of all majors. Students planning to pursue graduate studies in English are strongly encouraged to take at least six hours of elective coursework in a foreign language, chosen in consultation with the student’s advisor.

Choose one course from below (Foreign Language)

- FRE 101 Elementary French I
- GER 101 Elementary German I
- GRK 101 Elementary Attic Greek I
- ITA 101 Elementary Italian I
- LAT 101 Elementary Latin I
- POR 101 Elementary Portuguese I

- SLS 201 Sign Language I
 SPA 101 Elementary Spanish I

Twelve credit hours below (Sophomore Core)

- ENG 211 Introduction to Early British Literature
 ENG 212 Introduction to Late British Literature
 ENG 221 Introduction to Early American Literature
 ENG 222 Introduction to Late American Literature

Six credit hours below (Junior Core)

- ENG 315 Shakespeare I
 ENG 341 Literary Criticism

Choose three credit hours from below (Writing)

- ENG 311 Advanced Academic Writing
 ENG 304 Creative Non-Fiction
 ENG 353 Writing in the Professions

Choose three credit hours from below (Genre)

- ENG 322 Great Short Stories
 ENG 323 Studies in Drama
 ENG 345 Film Literature

Choose three credit hours from below (Global Literary Traditions)

- ENG 331 Great Works of World Literature
 ENG 332 Great Works of Western Literature
 ENG 334 Mythology

Choose three credit hours from below (Alternate Literary Traditions)

- ENG 321 Southern Writers
 ENG 325 African American Literature
 ENG 333 Postcolonial Literature
 ENG 354 Women's Literature

Choose three credit hours from below (Advanced Early British)

- ENG 401 Renaissance Literature
 ENG 410 Medieval Literature
 ENG 416 Shakespeare II
 ENG 417 Milton

Choose three credit hours from below (Advanced Late British)

- ENG 403 Restoration and 18th Century Literature
 ENG 406 British Romantic Literature
 ENG 408 Victorian Literature
 ENG 441 English Novel
 ENG 450 Modern and Contemporary British Literature

Choose three credit hours from below (Advanced American)

- ENG 421 Early American and Transcendental Literature
- ENG 422 Realism and Naturalism
- ENG 423 Contemporary American Literature
- ENG 425 Modern American Literature

Three credit hours below (Senior Core)

- ENG 470 Senior Seminar

Additionally, an approved ENG 340 or ENG 440 course offering may be substituted for a 300-level requirement or 400-level requirement as noted on the list of Selected Topic course substitutions made available by Department of English faculty.

English Education Major: See English Education Major section for required courses.

English Minor: Students minoring in English are required to earn 18 semester hours in English from the following groups of courses: six hours from any 200-level ENG courses, six hours from any 300-level ENG courses, six hours from any 400-level ENG courses. This excludes any creative writing classes.

Creative Writing Minor: Open to all students, a minor in creative writing is designed for students seeking careers in poetry, short fiction, novel, creative nonfiction, film, or drama. Students must earn at least 24 semester hours within the following sequence of creative writing courses.

Prerequisites (six credit hours)

- CRW 205 - Introduction to Poetry Writing
- CRW 206 - Introduction to Short Story Writing

Choose at least six credit hours from below:

- ENG 211 Introduction to Early British Literature
- ENG 212 Introduction to Late British Literature
- ENG 221 Introduction to Early American Literature
- ENG 222 Introduction to Late American Literature

Choose at least twelve credit hours from below:

- CRW 208 – Screenwriting
- ENG 304 – Creative Nonfiction
- CRW 306 – Advanced Poetry Writing
- CRW 307 – Magazine Writing
- CRW 308 – Advanced Screenwriting
- CRW 312 – Advanced Fiction Writing
- CRW 315 – Playwriting
- CRW 340/CRW 440 – Selected Topics in Creative Writing
- ENG 353 – Writing in The Professions
- CRW 412 – Manuscript

Initial placement in composition, reading, and lab (ENG/REA 010) courses: Because students are placed in reading, composition, and lab (010) courses based on (1) SAT, ACT, TOEFL, IELTS, CXC, or B/GCSE scores and (2) diagnostic evaluation conducted during the drop/add period, students may not drop, add, or change course sections or levels without the permission of the Chair of the Department of English (for composition and ENG 010 courses) or the Director of the Learning Resource Center (for reading, study skills, and REA 010 courses). These are the only College officials who may alter composition, reading, and 010 lab courses on student schedules during the drop/add period. Students should consult these individuals if they have questions about how they were placed in composition, reading, and 010 lab courses. In cases where students’ standardized test scores suggest eligibility in two levels, the higher score will be used to determine placement.

| Course Number/Name | American | | | | | | International | | | |
|---|--|-------------|-------------|-----------|-------------|-------------|---------------|-------|--------|------------|
| | SAT Reading | ACT Reading | SAT Writing | SAT Essay | ACT English | ACT Writing | TOEFL | IELTS | CXC | GCSE BGCSE |
| ENG 090 - Basic Writing w/Lab | | | 200-420 | 0-6 | 0-16 | 0-16 | 0-65 | 0-6.5 | V | E |
| ENG 142 - Intro to College Writing w/ Lab | | | 430-480 | 7-8 | 17-19 | 17-19 | 66-80 | 7-7.5 | IV | D |
| ENG 152 - Topics in College Writing | | | 490-640 | 9-10 | 20-28 | 20-28 | 81-114 | 8-8.5 | II-III | B-C |
| ENG 172 - Topics in College Writing: Honors | | | 650-800 | 11-12 | 29-36 | 29-36 | 115-120 | 9 | I | A |
| REA 020 - Academic Success | Placement based on academic status and cumulative GPA. | | | | | | | | | |
| REA 142 - College Reading w/ Lab | 200-430 | 1-17 | | | | | 0-65 | 0-6.5 | V | E |

Freshman College Writing Requirement: All freshman students, with the exception of those who have earned an Associate of Arts degree, must complete ENG 152WI – Topics in College Writing or ENG 172WI – Topics in College Writing: Honors, and ENG 202WI – Introduction to Literature at Flagler College. Advanced standing college writing in which a sufficient score has been earned (see pages 40-43 for score requirements) and dual enrollment college writing in which a grade of C or higher has been earned will be awarded to freshman as HUM 199WI – Humanities Elective.

Changing composition course level: If students wish to change course level (for example, from ENG 090 to ENG 142, from ENG 142 to ENG 152, or from ENG 152 to ENG 172), they must first contact their instructor in order to request replacement. Then, instructors, in consultation with the Chair of the Department of English, will approve or deny level changes based on diagnostic evaluation results and their professional judgment. Instructors may also recommend a change in a student’s composition level based on diagnostic evaluation.

Satisfactory completion of the composition sequence: All students enrolled in them must satisfactorily complete all sections of freshman composition with a “C-” or better (or a “P” in Pass/Fail courses) in order to exit or advance to the next level. Any student who earns a grade of “D+,” “D,” “F,” or “WF” must re-enroll in the same composition course during the subsequent semester. In addition, students who are repeating any composition course must also co-enroll in ENG 010-Writing Center. Students must repeat this process—including co-enrollment in ENG 010—until they pass the composition course with a “P” or a “C-” or better.

Withdrawals for excessive absences in composition and reading courses: Students withdrawn from composition or reading courses because of violations of the College attendance policy will be assigned a grade of “WF” even if the withdrawal occurs before the “last day to drop a course with a W” date listed on the academic calendar.

Lab components and co-requisite courses:

Students who are placed in ENG 090 or ENG 142 will be concurrently enrolled in ENG 010 – Writing Center (lab component).

Students who fail (“D+,” “D,” “F,” “W,” “WF”) ENG 090, ENG 142, ENG 152, or ENG 172 must repeat the course until they pass as well as co-enroll in ENG 010 in the same semester as their repeat attempt.

Students with SAT reading scores greater than 430, ACT reading scores greater than 17, TOEFL scores greater than 65, IELTS scores greater than 6.5, CXC scores of IV or higher, or B/GCSE scores of “D” or higher will not be placed in any reading course.

Students who are placed in REA 142 must also co-enroll in REA 010 – Reading and Study Skills Center (lab component).

Students will be placed in REA 020 or REA 090 based on their academic status and cumulative grade point average. Students may also enroll in this course on a limited basis with the instructor’s permission.

English (ENG) Course Descriptions

ENG 010 – Writing Center (1)

Prerequisite: Placement or consent of instructor. This course allows students a weekly, fixed, one-on-one tutoring session with faculty tutors in the Writing Center in the Flagler College Learning Resource Center. Tutors assist ENG 010 students in improving all aspects of their writing from the beginning stages to the end product. Grading is “P” (Pass) or “F” (Fail). Students may not drop this course. Those withdrawn from it for a violation of the attendance policy will receive a WF even if the withdrawal occurs before the “last day to drop a course with a W” date listed on the academic calendar. Students may not use credit from this course to satisfy any degree, distribution, or general education requirements. Failing this course will negatively impact a student’s GPA. This course may be repeated.

ENG 090 – Basic Writing with Lab (3)

Prerequisite: Placement, Co-requisite: ENG 010. A course that, at the instructor's discretion, may be conducted on a self-instructional basis designed to strengthen a student's writing abilities. This course has a lab requirement (ENG 010) in which students are required to attend the Writing Center one hour per week which will count for 20% of their course grade. Grading is "P" (Pass) or "F" (Fail). Students who earn a grade of "F" or "WF" in ENG 090 must retake the course until they achieve a grade of "P." Students may not use credit from this course to satisfy any degree, distribution, or general education requirements. Failing this course will negatively impact a student's GPA.

ENG 142 – Introduction to College Writing with Lab (3)

Prerequisite: Placement. Co-requisite: ENG 010. An introduction to the writing process at the college level, including a study of prewriting, idea development, organization, form, sentence structure, and the basics of Standard American English. A series of short papers is required, focusing on self-expression and creative non-fiction. Topics may vary. This course has a lab requirement (ENG 010) in which students are required to attend the Writing Center one hour per week which will count for 10% of their course grade. Students who earn a grade of "D+," "D," "F," or "WF" in ENG 142 must retake the course until they achieve a grade of "C-" or higher.

ENG 152WI – Topics in College Writing (3)

Prerequisite: ENG 142 or placement. The objective of this course is to enable students to conduct academic critical analysis and to learn about and build a foundation in the practice of college-level academic writing (i.e., evidence-based argument). Writing instruction will also cover writing as a process of pre-writing, drafting, revising, reviewing, and editing. Every course will require four medium-length, evidence-based argument essays. Course readings and the specifics of assignment topics, as well as other writing assignments, may vary by instructor. Students who earn a grade of "D+," "D," "F," or "WF" in ENG 152 must retake the course until they achieve a grade of "C-" or higher.

ENG 172WI – Topics in College Writing: Honors (3)

Prerequisite: Placement or consent of instructor. An honors program in persuasive and argumentative writing for students who demonstrate considerable ability. A series of short papers, including documentation or critical analysis, is required. A term paper or research project may also be required. Formal writing assignments build in complexity, and topics may vary. Students who earn a grade of "D+," "D," "F," or "WF" in ENG 172 must retake the course until they achieve a grade of "C-" or higher.

ENG 202WI – Introduction to Literature (3)

Prerequisite: ENG 152 or ENG 172. This course is designed to give students an introduction to various genres of literature and to basic methods of reading and literary analysis common in the academic study of literature. Instruction and assignments will also facilitate continued development of academic writing skills in sequence with ENG

142/152/172, including and introduction to analyzing and writing with secondary sources. Students will engage with multiple literary genres, which may include poetry, novels, plays, short fiction, or creative nonfiction. Course themes and readings may vary with instructor.

ENG 211WI – Introduction to Early British Literature (3)

Prerequisite or co-requisite: ENG 152 or ENG 172. A survey of major English works and authors from Beowulf through the 18th century. Emphasis will be placed on major authors, such as Chaucer, Shakespeare, Donne, Milton, Pope, and Swift.

ENG 212WI – Introduction to Late British Literature (3)

Prerequisite or co-requisite: ENG 152 or ENG 172. A survey of major English works and authors from William Blake to the late-20th century. Emphasis will be placed on major authors, such as Wordsworth, the Shelleys, Keats, Tennyson, Wilde, Yeats, Woolf, and Heaney.

ENG 221WI – Introduction to Early American Literature (3)

Prerequisite or co-requisite: ENG 152 or ENG 172. A survey of major American works and authors from its beginnings to the latter part of the 19th century. Authors to be studied may include Taylor, Edwards, Bradstreet, Franklin, Bryant, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENG 222WI – Introduction to Late American Literature (3)

Prerequisite or co-requisite: ENG 152 or ENG 172. A survey of major American works and authors from the latter part of the 19th century through the 21st century. Authors to be studied may include Twain, Chopin, Gilman, Crane, James, Robinson, Frost, Eliot, Pound, Hemingway, Fitzgerald, Cummings, Faulkner, Williams, Miller, O'Connor, Roethke, Ginsberg, Morrison, and others.

ENG 224WI – Introduction to World Literature (3)

Prerequisite or co-requisite: ENG 152 or ENG 172. A survey of world literature. The course emphasizes non-Western or other alternative literary traditions. Students will engage with multiple literary genres, which may include poetry, novels, plays, short fiction, and autobiographical narrative. Course themes and readings may vary with instructor.

ENG 240 – Selected Topics (3)

Prerequisite: Sophomore standing. A specialized course offering, that will include emphasis on close analysis of literature or language.

ENG 242WI – Selected Topics (3)

A study of specialized subject matter in literature and language, which will satisfy the General Education Creative Expression requirement, Category A, Creative Aesthetics.

ENG 271 – Peer Tutor Training (1)

Prerequisite: Consent of instructor. A course in which potential writing tutors are trained in composition and response theory in preparation for their work and subsequent enrollment in ENG 272 – Writing Center Peer Tutoring. Students spend their time

responding to student papers and observing tutors in the Flagler College Writing Center. Grading is “P” (Pass) or “F” (Fail). The course is worth one degree credit but may not be used to satisfy requirements for the English major.

ENG 272 – Writing Center Peer Tutoring (1-3)

Prerequisites: ENG 271 and consent of instructor. A course in which students may earn credit for providing tutorial services in conjunction with the Writing Center. Students provide three hours of tutoring for every hour of credit for which they are enrolled. Grading is “P” (Pass) or “F” (Fail). Course may be taken more than one semester. Credits for this course may not be used to satisfy requirements for the English major.

ENG 304 – Creative Non-Fiction (3)

Prerequisite: ENG 152 or ENG 172; sophomore standing. A workshop that focuses on the production of creative and literary non-fiction. Areas of focus may include- but are not limited to: memoir, literary journalism, personal essay, review, commentary, profile, and science, travel, or nature writing. By reading effective examples from within these subgenres, students will familiarize themselves with the conventions of creative nonfiction. Writing as a process is emphasized through the production of multiple essays in multiple drafts, peer review, and teacher-student conference. Students may work toward submission of a piece for publication.

ENG 311 – Advanced Academic Writing (3)

Prerequisite: ENG 152 or ENG 172; sophomore standing. This course prepares students for writing in the upper division English courses. Students will refine their writing skills, gain proficiency in MLA formatting, develop advanced critical reading and thinking skills, and acquire the ability to use technology to facilitate their research in databases related to English studies and in various assignments. Significant emphasis will focus on the academic essay.

ENG 315 – Shakespeare I (3)

Prerequisite: Sophomore standing; ENG 211. This course examines the career of William Shakespeare beginning with the early comedies, and continuing through the history plays and tragedies to the late romances. The following themes, motifs, and conventions may be explored: the meaning of dramatized locations; the value of role playing; the process of sexual maturation and identity; political legitimacy; the disruptive force of ego assertion; genre as a symbolic and social form.

ENG 321 – Southern Writers (3)

Prerequisite: Sophomore standing. The literary heritage of the American South. Authors may include Twain, Faulkner, Wright, Hurston, O’Connor, Walker.

ENG 322 – Great Short Stories (3)

Prerequisite: Sophomore standing. Intensive study of classic and contemporary short fiction.

ENG 323 – Studies in Drama (3)

Prerequisite: Sophomore standing. This course examines dramatic literature in a variety of cultural and historical contexts. The particular subject of this genre based course changes each semester. The focus may be on the tragedies and comedies of ancient Greece and Rome; Renaissance non-Shakespearean drama; or the works of modern and contemporary playwrights.

ENG 325 – African American Literature (3)

Prerequisite: Sophomore standing. This course is a survey of African American literature from its beginnings to the Harlem Renaissance and the Contemporary period. African American literature is central to understanding the broader American experience. It confronts directly the troubling and tragic legacy of slavery, segregation, and racism in the United States. In examining the development of this tradition and its experiments, students will encounter a number of genres, including prose fiction, poetry, and autobiographical narrative.

ENG 331 – Great Works of World Literature (3)

Prerequisite: Sophomore standing. Study of classic and contemporary works of world literature. Selections taken from a variety of global literary traditions, such as Mediterranean, Asian, African, and South American.

ENG 332 – Great Works of Western Literature (3)

Prerequisite: Sophomore standing. Study of classic and contemporary works that have become an essential part of Western culture. May include works (in translation) by such writers as Dante, Cervantes, Machiavelli, Voltaire, Goethe, Flaubert, Dostoevsky, Camus, and Sartre, as well as works by selected English and American writers.

ENG 333 – Postcolonial Literature (3)

Prerequisite: Sophomore standing. This class is an introduction to postcolonial literature as a critical/theoretical approach, as well as a survey of representative literature as a critical/theoretical approach, as well as a survey of representative literature in the field. In term of criticism and theory, the class will cover key concepts—including “colonialism” and “postcolonialism” themselves—and examine the intersection between post-colonialism and other dimensions of cultural identity such as gender, race, class, and sex/sexuality. There will also be an introduction to the history of the field through key critical voices such as Edward Said, Chinua Achebe, and Homi Bhabba. Selected literary texts may come from a variety of postcolonial contexts from the late-19th century to the present, including Africa, India, the Caribbean, Ireland, and elsewhere.

ENG 334 – Mythology (3)

Prerequisite: Sophomore standing. This course offers an overview of a variety of myth texts. Paired with literature based upon or reinventing these myths, such study will provide students with both a mythological background which will enhance their readings

of subsequent literature which draws upon a rich mythic pool (Medieval, Renaissance, Romantic, Contemporary, etc.) with an on-going analysis of their use by authors from a variety of genres, literary periods, and cultures.

ENG 340 – Selected Topics (3)

Prerequisite: Sophomore standing. A specialized course offering, which will include emphasis on close analysis of literature or language.

ENG 341 – Literary Criticism (3)

Prerequisite: Junior standing. Study of the theoretical frameworks which can be applied to literature, such as new criticism, Marxism, feminism, deconstruction, new historicism, psychoanalytic criticism, postcolonial criticism, and cultural criticism.

ENG 345 – Film Literature (3)

Prerequisite: Sophomore standing. An examination of film as it relates to literature, society, art, and culture. Students will be exposed to various approaches to understanding film as well as to methods of thinking and writing critically about film-making and technique. Film choices range from classic to contemporary, well-known to obscure, and may cover several genres.

ENG 353 – Writing in the Professions (3)

Prerequisite: ENG 152 or ENG 172; sophomore standing. This course lays out some of the principles, characteristics, and strategies of professional communication and gives students the opportunity to practice some of the genres of professional communication.

ENG 354 – Women’s Literature (3)

Prerequisite: Sophomore standing. This course explores the role of women as revealed in the literature of our world. Drawing on both historical and contemporary works of writers such as Austen, Woolf, Tan, Morrison, Atwood, Erdrich, and Mukherjee, the course examines the evolution of the perception of women in society and ponders the future of women, both in literature and society.

ENG 401 – Renaissance Literature (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course will examine the remarkable outpouring of poetry and prose that occurred in England during the 16th and 17th centuries. Subjects may include the plain style poetics of Wyatt and Raleigh; the varied sonnet sequences of Shakespeare, Spenser, and Sidney; the epic poems of Spenser and Milton; the introspective writings of Donne and Burton; and the dramatic works of Shakespeare and his contemporaries.

ENG 403 – Restoration and Eighteenth Century Literature (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course is designed to be an in-depth study of a selection of the major authors (such as Dryden, Swift, Pope,

Congreve, Behn, Johnson, and Burney) and major works (such as *Gulliver's Travels*, *Oroonoko*, "Essay on Man," and *Evelina*) of the "long eighteenth century," a period of significant political and cultural change.

ENG 406 – British Romantic Literature (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. An in-depth study of the major authors and works of the British Romantic Period; emphasis on such figures as Blake, Burns, Wordsworth, Coleridge, Byron, Percy Shelley, Mary Shelley, Keats, Scott, De Quincey, Hazlitt, and others.

ENG 408 – Victorian Literature (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. An in-depth study of the major authors and works of the Victorian Period; emphasis on such figures as Elizabeth Barrett Browning, Robert Browning, Tennyson, Arnold, Dickens, the Brontës, Eliot, Rossetti, Ruskin, Pater, Hopkins, Hardy, and Wilde.

ENG 410 – Medieval Literature (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course will examine selected works of Geoffrey Chaucer and his contemporaries in the context of the cultural upheavals and artistic achievements of late 14th century England. The deposition of Richard II, the first major visitation of the plague in England, the Peasants' Revolt, the proto-Protestant religious movement of Wycliffe, ongoing war with France, and the continued rise of a mercantile class, contributed to a dynamic period that witnessed a flowering of late Middle-English literature.

ENG 416 – Shakespeare II (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course provides an in-depth investigation of the Shakespearean canon. The focus of the course will vary from semester to semester. Approaches may be generic, socio-economic, political, gender based, or theoretical.

ENG 417 – Milton (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course examines the prose and poetry of John Milton, Europe's last and perhaps greatest humanist poet. Students will begin with an assortment of Milton's minor poetry: pastoral elegy, religious panegyric, dramatic verse, and masque, before moving on to a selection of artfully crafted prose tracts written during the English Revolution and addressing issues of censorship, divorce, freedom, and rebellion. The course concludes with Milton's masterpiece, *Paradise Lost*.

ENG 421 – Early American and Transcendental Literature (3)

Prerequisites: Junior standing; ENG 221 and ENG 222. This course is an intensive study of earlier American literature and the classic works from the period known as the American Renaissance (1830s-1860s). While the course examines the influence of Romanticism and philosophy of Transcendentalism on American literature, students may also encounter works from Puritan and other early American traditions, colonial writers, Sentimentalism and popular fiction, and slave narrative. The course focuses on depth (rather than breadth) and on student participation and research.

ENG 422 – American Realism and Naturalism (3)

Prerequisites: Junior standing; ENG 221 and ENG 222. Intensive study of the Realist and Naturalist period of American literature (1860s-1900s). The course examines the influence of Realism and Naturalism in a limited number of classic works in American literature, including works by Twain, Howells, Bierce, Garland, Davis, James, Chopin, London, Crane, Wharton, and Dreiser.

ENG 423 – Contemporary American Literature (3)

Prerequisites: Junior standing; ENG 221 and ENG 222. Intensive study of a limited number of works written in the late 20th and early 21st centuries. Authors may include Pynchon, Morrison, McCarthy, Oates, Delillo, Boyle, McInerney, Nabokov, and others.

ENG 425 – Modern American Literature (3)

Prerequisites: Junior standing; ENG 221 and ENG 222. Intensive study of a limited number of classic works in the Modern American period, usually including works by Cummings, Eliot, James, Hemingway, HD, Faulkner, Pound, Stein, Stevens, Williams, and others.

ENG 440 – Selected Topics (3)

Prerequisite: Junior standing. An in-depth study of specialized subject matter in literature or language.

ENG 441 – The English Novel (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course explores the evolution of the English novel from the 18th to the present century. Using the works of writers such as Defoe, Richardson, Fielding, Sterne, Austen, Thackeray, the Brontës, Dickens, Eliot, Hardy, Joyce, Forester, Woolf, Lawrence, Amis, Barnes, and others, the course traces the development of this always generically experimental and culturally influenced literary form.

ENG 450 – Modern and Contemporary British Literature (3)

Prerequisites: Junior standing; ENG 211 and ENG 212. This course will examine developments in Modern and Contemporary British literature from the early 20th century to the early 21st century, as well as relevant social, cultural, political, and aesthetic contexts. The time covered represents a body of literature coping with a rapidly changing country, from the multiple crises surrounding WWI and its aftermath, to Britain's decline as an empire, to Britain's place in a contemporary globalized world. Representative texts may come from a number of genres, including poetry, the novel and short story, autobiography, drama, and the essay.

ENG 470 – English Senior Seminar (3)

Prerequisite: Senior standing. This course is required of all English and English Education majors and must be taken during their senior year. This course concentrates on a particular author, group of authors, genre, or literary theme selected by the instructor teaching it and requires students to develop, research, write, and present an in-depth scholarly work.



The Proctor Library is staffed and equipped to provide all the services common to a research library: reference support and information literacy instruction, computer-based search services, interlibrary loan, and audiovisual materials and equipment.

ENG 477 – Research Assistant (1-3)

Prerequisites: Permission of instructor. ENG major or minor. Junior Standing. As a research assistant, the student will work with a member of the Department of English in developing projects that are intended for professional conference presentation, publication, or otherwise advance scholarship in literary study. The student's duties may include: library research in primary and secondary materials, literature review, and providing assistance in organizing, editing, and proofreading manuscripts. The faculty member determines the number of credit hours for the course (1-3) based on the scope of the project. Students must perform 40 hours of assistance for each credit hour rewarded. Students must keep and submit for instructor approval a detailed log of their time and the duties performed. This course is graded as Pass/Fail.

ENG 481, 482, 483 – Career Preparation Internship (3-6, 3-6, 3-6)

The student intern works with an approved business or organization to apply writing skills in a working situation. Internship sites might include local non- profits, publishers, newspapers, radio stations, and businesses. This course is graded on a Pass/Fail system.

ENG 491, 492, 493 – Independent Study (1-3, 1-3, 1-3)

Prerequisites: Minimum 3.0 cumulative GPA, consent of instructor, and approval of Department Chair. Intensive study of one or more significant authors, works or genres. Designed for students of proven superior ability who wish to study on an independent basis outside the classroom. This course is graded on a letter grade system.

Film Studies (FLM)

Film Studies Minor: The Film Studies minor at Flagler College is an interdisciplinary course of study challenging students to engage the history, cultural impact, and social contexts of cinema from its birth in the late 19th century through the present day.

Combining courses across the Art & Design, Communication, English, Humanities, and Theatre Arts programs, the Film Studies minor teaches students how to analyze cinema from aesthetic, social, political, and historical perspectives, through written and oral forms of communication.

The minor also offers elective options in producing creative aspects of film. Film Studies provides students an opportunity for deepening skills of critical thinking and visual literacy applicable to a wide range of career paths. The Film Studies minor requires a minimum of 21 hours.

Required Courses

- FLM 201 Introduction to Film Studies (3)
- ART 218 Visual Culture (3)
- COM 216 Film History (3)

Choose two courses from below

- ART 366 European Modernism, 1907-1940 (3)
 ART 367 History of Photography (3)
 THA 209 History of American Film I (3)
 THA 211 History of American Film II (3)
 COM 316 Film and Genre (3)
 COM 337 National Film Movements (3)
 CRW 208 Screenwriting (3)

Choose two courses from below

- FLM 321 Hitchcock and Psychoanalysis (3)
 ART 433 Video Art (4)
 COM 260 Introduction to Documentary Styles (3)
 COM 401 Media Aesthetics (3)
 ENG 345 Film Literature (3)
 PHI 360 Philosophy Through TV and Film (3)
 REL 335 Religion and Film (3)

Pre-approved Selected Topics Courses

Film Studies (FLM) Course Descriptions**FLM 201 – Introduction to Film Studies (3)**

This is an introductory class in the area of Film Studies. Diverse types of film will be analyzed in order to discover the aesthetic principles of production and affective aspects of narrative and non-narrative forms.

FLM 209 – History of American Film I (3)

Beginning with the silent era thru the late 1960's, this course focuses on the first 50 years of the 20th century. Key films are used to study of the studio system, directors, actors, and the innovation of the early film industry. This course is cross-listed with THA 209.

FLM 321 – Hitchcock and Psychoanalysis (3)

Psychoanalysis is a central approach to the interpretation of film as a narrative and visual art. Alfred Hitchcock (1899-1980) was one of the most important directors in the history of cinema. In this course, students will read a range of texts by Sigmund Freud and apply psychoanalytic theory to a critical study of Hitchcock's films. Influenced by psychoanalysis, Hitchcock, like Freud, was interested in exploring the human psyche in its vicissitudes.

FLM 335 – Religion and Film (3)

This course examines religious themes in contemporary films. Emphasis is placed on the interpretation of selected films as audio-visual texts with unique themes, images, metaphors, and sounds replete with religious significance. This course is cross-listed with REL 335.

Finance (FIN) See Business Administration section for courses and major and minor requirements.

Fitness/Wellness (FTW)

Activity Classes: The purpose of these courses is to expose students to the nature of each sport or activity and to afford students opportunities for improvement of skill or fitness level. No more than two 100-level Fitness/Wellness (FTW) courses will be allowed to count toward graduation requirements. Students who successfully complete an activity class may not repeat that class for credit.

Fitness/Wellness (FTW) Course Descriptions

FTW 100 – Yoga Asana I (1)

This is a level I beginning yoga class that introduces basic seated, standing, twisting, prone, supine, and inverted postures. Short vinyasas, posture sequences, are practiced as well. Careful sequencing and repeated practice of the asanas build strength, enhance balance, and increase flexibility. Three pranayama, breath control, techniques are introduced to promote focus, relaxation, and stress relief. Both Sanskrit and English terminology are used and anecdotal information about yoga history and philosophy is included in the daily lesson. Each class begins with centering and breathing, transitions to movement, and ends with guided relaxation.

FTW 101 – Yoga Asana II (1)

This level II beginning yoga class builds on the skills and techniques taught in FTW 100. Surya Namaskar, Sun Salutation, and other complex vinyasas, sequenced postures, based on the poses taught in FTW 100, form the basis of each day's practice. Additional pranayama techniques are practiced, and Sanskrit names of the postures are emphasized. Yoga history and philosophy are introduced. The daily sequence is also the same as FTW 100.

FTW 102 – Tai Chi (1)

Students will learn silk reeling and a short form of the yang style of Tai Chi, comprised of fourteen positions. Upon completion of the course, the student will be able to perform and practice this Tai Chi form and have a basic understanding of Tai Chi principles including breathing, relaxation, footwork, and body alignment.

FTW 107 – Fitness Conditioning (1)

This activity course will expose students to different modes of exercise conditioning and the fundamental principles of training. Topics covered will include muscle endurance, cardiovascular training, muscle strength, flexibility, balance, and body composition. Students will be led in fitness walks and runs, stretching sessions, resistance training, and water exercise.

FTW 114 – Tennis I (1)

This course introduces the student to the basic fundamentals of tennis, scoring, rules, tennis terminology, etiquette, and a brief history of the game. Upon the successful completion of this course, the student should be able to attain a NTRP (National Tennis

Rating Program) rating of 2.5. The NTRP is the official system for determining the levels of competition for the USTA (United States Tennis Association) League Program. A 2.5 rating is the first level of organized competition offered by the USTA. The objective of this course is for the student to gain an appreciation of tennis that will last a lifetime.

FTW 115 – Tennis II (1)

Prerequisite: FTW 114 or permission of instructor. This course will advance the student's skill and knowledge of tennis. More emphasis will be on strategies and tactics for winning singles and doubles. The student should be able to attain a NTRP rating of 3.0 or higher upon the successful completion of this course. The objective of this course is to increase the student's appreciation of tennis that will last a lifetime.

FTW 140 – Selected Topics (1)

Offered when needed.

FTW 207 – Principles of Wellness and Fitness (3)

This academic course will combine classroom theory with practical application. Students will learn principles associated with health, wellness, and physical fitness. Topics will include stress, nutrition, substance abuse, lifestyles, body composition, self-management, sexuality, psychological health, medical diseases, and physical activity. Labs will provide experiential learning of wellness and fitness concepts.

FTW 307 – Advanced Concepts in Personal Training (4)

Students will study materials in preparation for the National Council on Strength and Fitness (NCSF) exam. The exam is optional and will be scheduled at the end of the course by the student. The course is a rigorous examination of the concepts and knowledge necessary for working in the industry as a personal trainer. Topics will include body composition, cardio-respiratory function, energy costs, exercise physiology, anatomy, lower back, muscle fitness, warm-up protocols, weight management, exercise for children, women and older adults, clinical exercise, obesity, and biomechanics. Labs will provide experiential learning of the aforementioned concepts. This course is cross-listed as SPM 307.

French (FRE)

French Placement Exam

A placement exam is offered in French that can be taken at the start of the term. If a student places into a higher level French course, he/she can earn up to 8 credit hours if they pass the class with a B or better. For example, if students place into FRE 201, they can earn 8 credit hours for FRE 101 and 102 if they complete FRE 201 with a B or better.

FRE 101 – Elementary French I (4)

This is the first semester of Elementary French. Basic conversation, reading, grammar, and composition at the beginning college level. No prior knowledge of the language is assumed. One hour a week of language laboratory is required. Elementary French I Laboratory, FRE101L, is a required companion for FRE 101. Native speakers may not enroll in 100/200 level language courses.

FRE 102 – Elementary French II (4)

Prerequisite: FRE 101 or permission of instructor. This is the second semester of Elementary French. Basic conversation, reading, grammar, and composition, at the beginning college level. One hour a week of language laboratory is required. Elementary French II Laboratory, FRE 102L, is a required companion for FRE 102. Native speakers may not enroll in 100/200 level language courses.

FRE 201 – Intermediate French I (4)

Prerequisite: FRE 102 or permission of instructor. This is the first semester of Intermediate French. Instruction in grammar, reading, composition, and speaking. One hour a week of language laboratory is required. Offered only in the fall semester of each year. Course is taught in French. Native speakers may not enroll in 100/200 level language courses.

FRE 202 – Intermediate French II (4)

Prerequisite: FRE 201 or permission of instructor. This is the second semester of Intermediate French. Instruction in grammar, reading, composition, and speaking. One hour a week of language laboratory is required. Offered only in the spring semester of each year. Course is taught in French. Native speakers may not enroll in 100/200 level language courses.

FRE 240 – Selected Topics (1-6)

Offered when needed.

FRE 291, 292, 293 – Independent Study (1-6)

Offered when needed.

FRE 391, 392, 393 – Independent Study (1-6)

Offered when needed.

FRE 440 – Selected Topics (1-6)

Offered when needed.

Geography (GEO) Course Descriptions**GEO 201 – Human Geography (3)**

The objective of this course is to provide the student with a general knowledge of physical and cultural interrelationships throughout the world.

GEO 301 – Economic Geography (3)

Geographical analysis of the distribution of major primary, secondary, and tertiary activities of the world.

German (GER)**German Placement Exam**

A placement exam is offered in German that can be taken at the start of the term. If a student places into GER 102, he/she can earn 4 credit hours for GER 101 if they pass GER 102 with a B or better. Since Flagler College currently only offers 100 level classes in

German, students need to keep in mind that if they score higher than 102 in German, there is no guarantee that they can later enroll in higher level German courses.

GER 101 – Elementary German I (4)

This is the first semester of Elementary German. An introduction to the German language and culture at the elementary level. Basic comprehension, speaking, reading, and writing skills in German. No prior knowledge of the language is assumed. One hour a week language laboratory is required. Offered only in the fall semester of each year. Course is taught in German. Native speakers may not enroll in 100/200 level language courses.

GER 102 – Elementary German II (4)

Prerequisite: GER 101 or permission. This is the second semester of Elementary German. A continuing introduction to the German language and culture at the elementary level. Basic comprehension, speaking, reading, and writing skills in German. One hour a week language laboratory is required. Off only in the spring semester of each year. Course is taught in German. Native speakers may not enroll in 100/200 level language courses.

GER 240 – Selected Topics (1-6)

Offered when needed.

GER 291, 292, 293 – Independent Study (1-6)

Offered when needed.

GER 391, 392, 393 – Independent Study (1-6)

Offered when needed.

GER 440 – Selected Topics (1-6)

Offered when needed.

Greek (GRK) Course Descriptions

GRK 101 – Elementary Attic Greek I (3)

An introduction to the syntax and morphology of the Attic dialect of 5th century Athens. These courses will prepare students to read the works of Sophocles, Thucydides, Plato, and other authors of the period. Knowledge of Attic Greek will also provide a foundation for reading the Homeric epics and the Greek New Testament. Native speakers may not enroll in 100/200 level language courses.

GRK 102 – Elementary Attic Greek II (3)

Prerequisite: GRK 101 or permission. A continuation of GRK 101, covering the syntax and morphology of the Attic dialect of 5th century Athens. These courses will prepare students to read the works of Sophocles, Thucydides, Plato, and other authors of the period. Knowledge of Attic Greek will also provide a foundation for reading the Homeric epics and the Greek New Testament. Native speakers may not enroll in 100/200 level language courses.

GRK 240 – Selected Topics (1-6)

Offered when needed.

GRK 291, 292, 293 – Independent Study (1-6)

Offered when needed.

GRK 391, 392, 393 – Independent Study (1-6)

Offered when needed.

GRK 440 – Selected Topics (1-6)

Offered when needed.

History* (HIS)

History Major: History majors will take a total of 39 credits in the categories delineated below. Insofar as possible, the categories should be taken in sequence as they represent a scaffold of the curriculum and student learning. This system allows students to be introduced to various fields of history. With a base of foundational knowledge, they will proceed to learning about the methodology of the historical field, and continue to more advanced studies in 300 and 400 level classes. Upper level students are expected to participate in experiential learning, for which there are a variety of possibilities: internships, research assistantship, study abroad, and a selection of public history courses. Upper level students may take 6-8 credits hours (2 semesters) of one foreign language in place of experiential history courses. Ideally, students would take a foreign language in addition to courses that fulfill requirements for experiential history. The Senior Seminar is the opportunity for students to apply the historical knowledge and analytical skills they obtained in preceding history courses.

Majors are encouraged to take classes in other academic disciplines that are complementary to their interests in order to reinforce knowledge and professional abilities acquired in history courses. In some cases, minors or double majors would be beneficial.

Introduction to History (9 credits) - Students will take 1 course in each of the following areas:

U.S. Introductory course:

HIS 205WI United States History to 1877

HIS 206WI United States History since 1877

HIS 210WI African-American History

European Introductory course:

HIS 101WI Western Civilization I

HIS 102WI Western Civilization II

Introductory course that is not U.S. or western Europe:

LAS 201WI Introduction to Latin America from Pre-contact to Independence

LAS 202WI Introduction to Latin America from Independence to Modern Day

HIS 262WI Introduction to African History

HIS 212WI History of Christianity

Methodology of History (3 credits)

HIS 300 Historical Methods

Advanced Study of History (18 credits)

A minimum of 18 credit hours from courses at the 300 or 400 level

At least 6 credits at the 400 level (excluding Independent Studies and Internships)

At least 1 course in each of the following categories:

U.S. History:

HIS 307 American Legal History

HIS 310 The Civil War

HIS 320 Slavery in the United States

HIS 322 Civil Rights

HIS 323 Reconstruction and Jim Crow America

HIS 330 History of Florida

HIS 332 Historic St. Augustine

HIS 336 The History of Rock and Roll

HIS 355 Women in American History

HIS 426 Southern Religious History

HIS 451 Southern Cultural History

HIS 340 or HIS 440 Selected Topics (as designated by the faculty)

European History:

HIS 301 Early Modern Europe

HIS 302 The Age of Revolutions in Europe

HIS 303 Twentieth-Century Europe

HIS 304 Medieval Europe

HIS 313 Modern Ireland

HIS 380 Modern Britain

HIS 433 Religion and Nationalism in Modern Europe

HIS 437 The British Empire

HIS 340 or HIS 440 Selected Topics (as designated by the faculty)

Not Western Europe or U.S.:

HIS 337 Latin America and the United States

HIS 356 Ancient Greece

HIS 357 Ancient Rome

HIS 358 Byzantine Empire

HIS 362 Pre-modern Africa

HIS 363 Modern Africa

HIS 407 History of Russia and the Soviet State

HIS 422 Readings in Latin American History

HIS 340 of HIS 440 Selected Topics (as designated by the faculty)

Experiential History (6 credits) and/or **Language Acquisition** (6-8 credits)

Experiential History: Courses designed for the flexible application of historical knowledge.

These courses can include:

Internships

All Public History courses as designated by the Director of Public History

Research Assistantships

Study Abroad courses coded as HIS

6-8 credits (2 semesters) in one foreign language

Senior Capstone (3 credits)

HIS 470 Senior Seminar

Portfolio

Each student compiles a portfolio of work in the major (critical essays, research papers, essay exams) and uses the portfolio to review her/his course of study within the major. The portfolio will contain at least one work of writing from each HIS course taken at Flagler College, and will be submitted as part of the senior capstone requirement.

** A course counting towards fulfillment of general education cannot count towards fulfillment of any category within the History Major OR Public History Major.**

** A course counting towards fulfillment of the History Major, with the exception of HIS 300, cannot count towards the fulfillment of the Public History Major or Public History Minor.**

History Minor: Students minoring in History must take a minimum of 18 semester hours, including HIS101WI or HIS102WI, and HIS205WI or HIS206WI, as well as three hours at the 400 level.

Public History Major: The mission of the Public History Program is to further the preservation and presentation of history. Students will become proficient in the foundations, methods, theories, and ethics of public history, including museum studies, historic preservation, heritage tourism, and oral history. Their work will include development of and writing for exhibitions, interpretive programs, grants, and preservation projects; studying and interpreting audience engagement in museums, historic sites, and tourist attractions; collecting and interpreting oral histories; learning techniques and methods for preservation of cultural resources; and developing digital archives and exhibits. Public history at Flagler College actively engages students in academic and community projects. The requirements of the major are 39 credits, as follows:

Required Courses

HIS 205WI United States History to 1877

HIS 206WI United States History Since 1877

HIS 265 Introduction to Public History

HIS 300 Historical Methods

HIS 470 Senior Seminar

Two 300-400 level History Courses

Choose two courses from below

| | |
|---------|------------|
| HIS 481 | Internship |
| HIS 482 | Internship |
| HIS 483 | Internship |

Choose two courses from below (Public History)

| | |
|-------------|--|
| HIS 324 | Museum Studies |
| HIS/ANT 325 | Heritage Tourism |
| HIS 326 | Methods and Materials of Historic Preservation |
| HIS 327 | Grantsmanship |
| HIS 329 | Oral History |
| HIS 428 | Historic Preservation |

Choose two courses from outside disciplines. These courses must be approved by the Director of Public History. Below is the current approved list:

| | |
|-----------|---|
| ANT 201WI | Cultural Anthropology |
| ANT 220 | Archaeology |
| ART 230 | Graphic Design for the Non-Major |
| ART 251WI | Survey of Art History I |
| ART 252WI | Survey of Art History II |
| BUS 101 | Introduction to Business Administration |
| BUS 307 | Principles of Management |
| BUS 310 | Principles of Marketing |
| COM 208 | Introduction to Media |
| ENT 201 | Foundations of Honorable Entrepreneurship |
| ENT 304 | New Venture Creation and Development |
| ENT 311 | New Enterprise Management |
| SLS 201 | Sign Language I |
| SLS 202 | Sign Language II |
| THA 105 | Acting for the Non-Major |

** A course counting towards fulfillment of the Public History Major, with the exception of HIS 300 and 470, cannot count towards the fulfillment of the History Major or History Minor **

Public History Minor:

Students minoring in Public History must take a minimum of 21 credits, as follows:

Choose one course from below

| | |
|-----------|----------------------------------|
| HIS 205WI | United States History to 1877 |
| HIS 206WI | United States History Since 1877 |

Required Courses

| | |
|--|-------------------------|
| HIS 265 | Intro to Public History |
| COM 218 | Visual Culture |
| Two Public History courses at 300 or 400 level | |

Choose one course from below

HIS 481 Internship

HIS 482 Internship

HIS 483 Internship

Choose one course from below

BUS 101 Introduction to Business Administration

BUS 307 Principles of Management

History (HIS) Course Descriptions**HIS 101WI – Western Civilization I (3)**

A survey of the social, intellectual, economic, and political development of the West from ancient times to the Age of Exploration.

HIS 102WI – Western Civilization II (3)

A survey of the social, intellectual, economic, and political development of the West since the Age of Exploration.

HIS 201WI – Introduction to Latin America from Pre-Contact to Independence (3)

This course serves as a survey of Latin American history from pre-Columbian to the independence movements of the 19th century. Exploration, conquest, settlement, and cultural development are major themes examined throughout the course. We will examine a variety of issues including economics, democracy, racism, class structures, gender, and ethnicity. Specific emphasis will be given on the way in which Latin Americans view themselves and how their culture, economics, and politics have developed in different directions than the United States and Europe. This course is cross-listed as LAS 201.

HIS 202WI – Introduction to Latin America from Independence to Modern Day (3)

This course serves as an introduction to the history of Latin America from independence to modern day. Beginning with the independence movements, this class traces the diplomatic, social, cultural, political and economic development of the major countries in Latin America. This course is cross-listed as LAS 202.

HIS 205WI – United States History to 1877 (3)

A survey course that covers the United States from colonization through Reconstruction. During the course of the semester, students will recognize patterns of both change and continuity in early American history, better comprehend how historians reach conclusions concerning the past, and discover that history is a continuously developing process and not just a bundle of facts, dates, and names.

HIS 206WI – United States History Since 1877 (3)

A survey course that covers the United States from the end of Reconstruction to the present. During the course of the semester, students will recognize patterns of both

change and continuity in modern American history, better comprehend how historians reach conclusions concerning the past, and discover that history is a continuously developing process and not just a bundle of facts, dates, and names.

HIS 210WI – African-American History (3)

This class is a survey course that covers the African-American experience throughout American history, from colonization through the present. During the course of the semester, students will more fully understand the role individuals, organizations, events, religion, legislation, economics, the courts, and culture played in the black struggle for full citizenship and how that struggle influenced the nation's development.

HIS 212WI – History of Christianity (3)

A history course tracing the development of the Christian tradition from its inception in the New Testament period to the present with a stress on significant characters, movements, and theological developments. This course is cross-listed as REL 212.

HIS 240 – Selected Topics (1-6)

Offered when needed.

HIS 262WI– Introduction to African History (3)

This course surveys African history from ancient times through the present, with particular emphasis on the political and cultural development of the African continent.

HIS 265 – Introduction to Public History (3)

Through an exploration of the various sub-fields of public history – museum studies, historic preservation, heritage tourism, oral history, and digital history – this course provides an overview of the careers and interdisciplinary methods needed by those who work in the field. Students will develop critical understanding of the presentation and preservation of history for the general public and skills to interpret the past for a range of audiences. Using St. Augustine's rich historical and archaeological sites as a case study, the class will engage in dialogue with experts in the community and gain first-hand experience of the issues facing history in the public realm.

HIS 300 – Historical Methods (3)

This course is designed to introduce students to fundamental issues and debates in the writing of history, teach students how to analyze and critique historical arguments, and research and write a short argumentative academic paper. The course will focus on particular topics (chosen by the instructor) as a means of exploring a variety of historiographic schools, analyzing primary and secondary sources, learning about and utilizing library resources, and producing a research essay.

HIS 301 – Early Modern Europe (3)

An examination of the intellectual, cultural, social, and political changes taking place in Europe from 1400 to 1715 during the time of the Renaissance, religious Reformations, Scientific Revolution, breakthrough to overseas expansion, and age of Louis XIV.

HIS 302 – The Age of Revolutions in Europe (3)

This course focuses on the causes, events, and impact of the French Revolution and the Industrial Revolution, which transformed Europe's political, social, and economic order in the 18th and 19th centuries.

HIS 303 – Twentieth-Century Europe (3)

A comprehensive examination of modern Europe, covering imperialism, the World Wars, and the Cold War. The evolution from international rivalry to economic and political cooperation will be traced. A survey of the impact of ideas, politics, and technology on society.

HIS 304 – Medieval Europe (3)

This course examines the society and culture of Europe between c.500 and c.1500, with special emphasis given to the High Middle Ages (11th through 13th centuries).

HIS 307 – American Legal History (3)

This course is cross listed with LAW 307.

HIS 310 – The Civil War (3)

An examination of the military, political, and social aspects of the Civil War.

HIS 313 – Modern Ireland (3)

This course will provide a study of modern Irish history from the 1780s to the present, with contextualization given of pre-modern Ireland. By analyzing political, social, economic, and international developments, the class will focus upon the development of Irish identity in its many manifestations.

HIS 320 – Slavery in the United States (3)

The class explores the rise and fall of the “peculiar institution” - slavery in the United States. The course traces the rise and fall of slavery from numerous points of view (included but not limited to the perspective of slaves, owners, free blacks, white non-slave owners, and historians). The primary purpose of the course is to use slavery as a vehicle for understanding the political, social, racial, and cultural trends that characterized the nation during the antebellum era.

HIS 322 – Civil Rights (3)

The course examines the most crucial period in the ongoing struggle for racial equality in America: the 20th century civil rights movement. The course traces the development of the movement chronologically, particularly the “King Years” of 1955-68, but it also examines how black obtained their Constitutional rights by analyzing the role individuals, organizations, specific campaigns (including the one held in St. Augustine), presidents, white resistance, religion, legislation, economics, the courts, and popular culture played in the struggle for full citizenship.

HIS 323 – Reconstruction and Jim Crow America (3)

The class investigates the era of American history between the end of the Civil War and beginning of the Jazz Age, particularly in the realm of race relations. It examines how the emergence of Jim Crow legislation, in particular, reflected greater social, economic, political, racial, and cultural trends in the country between 1865 and 1920. In addition, students will learn how the meanings of “servitude,” “citizenship,” “freedom,” and “equality” have changed over time in the United States.

HIS 324 – Museum Studies (3)

This course is designed to introduce students to the history of the idea of putting objects on display, the methods of exhibition, and the conflicts confronting curators both in the past and the present. After a survey of their history, the class will explore the various types of museums and delve into theoretical material about objects, displays, presentations, and ethics. In addition, students will learn the basics of museum label writing and exhibit planning by creating a mock exhibit proposal, giving them factual, theoretical, and practical knowledge in the field.

HIS 325 – Heritage Tourism (3)

This course explores the history of heritage tourism and its place in contemporary culture through a variety of material drawn from history, anthropology, and narrative non-fiction. Students examine the relationship between history and heritage, local and tourist on the cultural landscape. In addition to this academic perspective, the course uses St. Augustine as its classroom to assess challenges facing professionals in tourism and cultural resource management, including the marketing of historic places, the tensions between entertainment and education, and the problems of preservation and use. This course is cross-listed as ANT 325.

HIS 326 – Methods & Materials of Historic Preservation (3)

This course traces the important role that historic neighborhoods play in ensuring the economic vitality of communities. In and around St. Augustine’s Spanish Colonial National Historic Landmark District are numerous 19th and 20th century neighborhoods that evidence the development of the city. These neighborhoods are listed in the National Register of Historic Places and retain importance as desirable residential areas in which to live. Using St. Augustine as a laboratory, information gained locally can be transferred to the study of other historic neighborhoods in the U.S.

HIS 327 – Grantsmanship (3)

This course examines the skills of grant research, writing, administration and implementation particularly for the field of public history. This includes funding projects that benefit National Historic Landmarks to community learning projects in order to share history with the general public. Students will learn a major aspect of working within the field of public history which is fundraising.

HIS 328 – American Architectural History (3)

This course focuses on an introduction to and analysis of architectural styles in the United States emphasizing settlement through 1950s, including residential, commercial and industrial buildings. Included will be examples from Canada and the Bahamas as well as buildings in St. Augustine and Florida. Construction techniques, artistic details, materials, and craftsmanship will also be presented. This course is cross-listed as ART 328.

HIS 329 – Oral History (3)

This course focuses on an important primary research tool – oral history. Originating in the field of anthropology, oral history has been utilized by historians for decades. With the increased popularity of social history among professional historians, utilizing oral history became particularly compelling since it often brings forward the voices of those frequently excluded from more typical historical sources. This can and has resulted in new interpretations of history. This is a hands-on methodology course for students and is geared toward those interested in public history and those who wish to better utilize the resources of the St. Augustine community and Northeast Florida.

HIS 330 – History of Florida (3)

A survey of Florida history from 1513 to the present, with emphasis on Spanish Florida and the Flagler era. This course is cross-listed as LAS 330.

HIS 332 – Historic St. Augustine (3)

This course will explore and experience the rich history of St. Augustine – the nation's oldest city. Primary and secondary sources will be featured. Supplemental resources will be used throughout the semester to heighten the educational experience. Class participation is essential to gaining an understanding of and appreciation for this subject matter.

HIS 336 – The History of Rock and Roll (3)

The class examines the 20th century United States through the nation's most popular, most controversial, and, arguably, most influential art form: Rock & Roll music. The course will trace the chronological progression of the genre, study the most influential performers, songs, and seminal moments of American Rock, and use rock as a vehicle for understanding the political, economic, social, racial and cultural trends that have characterized the nation during the 20th century. Rather than just presenting a traditional narrative of facts, dates, places, people, and events, this course will demonstrate that popular culture is another forum for understanding the interdependence and independence of black and white cultures in America, and how music can help us understand our nation's history in new and different ways.

HIS 337 – Latin America and the United States (3)

This course is an analysis of the events, institutions, and issues between the United States and Latin America from the 1800s to modern day. During the course, students will evaluate the changing dynamics between the United States and Latin America. The course begins with the establishment of United States hegemony and covers through the post-Cold War era of globalization. This course is cross-listed as LAS 337 and POS 337.

HIS 340 – Selected Topics (1-6)

Offered when needed.

HIS 355 – Women in American History (3)

An analysis of the life ways of American women from settlement to the present, including economic, political, religious, social, moral and educational topics. The text provides connections to primary source documents in addition to secondary source interpretations of events and topics. In addition, supplemental resources will be used throughout the semester to heighten the educational experience. Class participation is essential to gaining an understanding of and appreciation for this subject matter. St. Augustine and Florida examples will be featured.

HIS 356 – Ancient Greece (3)

This class examine the political, religious, economic, cultural, and social development of the Greek-speaking world from c.1500 BCE through the decline of the Hellenistic kingdoms. While it will include an outline of political history, its main emphases will be social and cultural in nature. Students will be expected to grapple with both primary sources from and secondary sources about these civilizations.

HIS 357 – Ancient Rome (3)

This class will examine the political, religious, economic, cultural, and social development of the Roman Republic and Empire from the eighth century BCE through the ascendancy of the Christian Empire in the fifth century CE. While it will include an outline of political history, its main emphases will be social and cultural in nature. Students will be expected to grapple with both primary sources from and secondary sources about these civilizations.

HIS 358 – Byzantine Empire (3)

This special topics course examines the persistence of cultural ideal and political reality of the Roman Empire in the Eastern Mediterranean from the third century CE through the fall of Constantinople to the Turks in 1453. While it will range widely through the history of the Byzantine world, it will place greatest emphasis on the political and cultural aspects of Byzantine civilization.

HIS 362 – Pre-Modern Africa (3)

This course examines the societies and cultures of the African continent from ancient times through the period of the trans-Atlantic slave trade. Topics of study include oral tradition, political and social organization, migration, religion, and slavery.

HIS 363 – Modern Africa (3)

This course surveys African history from the end of the trans-Atlantic slave trade through the colonial and post-colonial periods.

HIS 380 – Modern Britain (3)

This course will provide a survey of British history from 1707 to the present. We will chart the growth and zenith of Britain's global influence during the 18th and 19th centuries, the impact of the world wars, and the country's role in the EU and international

politics in the second half of the 20th century. By analyzing political, social, economic, and international developments, the class will focus upon the continuing development of British political and cultural identity during this time period.

HIS 395 – The American War: The Struggle for Independence in Vietnam (3)

STUDY ABROAD: During the course and accompanying 9-day tour, student will place the Vietnam War into an international context, particularly the Vietnamese perspective, which places it into a series of centuries-long struggles against outside occupation. The class will visit a variety of war-related sites, such as the Hoi La Prison, the War Armaments museum, the Cu Chi tunnels, Hue, parts of the Ho Chi Minh trail, and the former American Embassy in Ho Chi Minh City. At the program's conclusion, students will have a more thorough understanding of "The American War."

HIS 396 – World War II – The Blitz, D-Day, & the Liberation of France (3)

STUDY ABROAD: The class will trace the development of World War II from the 1940 London Blitz through the 1944 liberation of Paris in numerous ways. During the program's 9 day tour, students will visit a variety of sites in London, Normandy, Rouen, Bayeux, Paris, and other historic places. The class usually visits Normandy on June 6 – the D-Day anniversary – which gives participants an once-in-a-lifetime educational experience that culminates in the City of Lights.

HIS 397 --World War II – The Fall of Nazi Germany (3)

STUDY ABROAD: The class continues the theme of HIS 396 and emphasizes the Second World from the 1944 Battle of the Bulge through the 1945 fall of Berlin. During the ten-day tour, students will visit a variety of sites in Bastogne, Berlin, Nuremberg, Munich, Salzburg, and Dachau, among other historic locations. The course content and integrated tour itinerary will provide students with a personal glimpse into the Reich's collapse and the Holocaust it ended.

HIS 398 – Irish Independence: The Easter Rising & Its Consequences (3)

STUDY ABROAD: The course examines the 20th century struggle for Irish independence from the 1916 Easter Rising through the Good Friday Agreement of 1998 from the republican and unionist perspectives. During the course's 12 day tour component, students will visit a variety of related sites in Killarney, Cork, Dublin, Belfast, Derry, and other historic locations. The course content and tour itinerary is customized to provide students with a unique perspective on Irish nationalism and the resulting Time of Troubles in Northern Ireland.

HIS 407 – History of Russia and the Soviet State (3)

This course analyzes Russia's political, social, economic, and cultural history from the reign of Alexander II to present day through an evaluation of primary and secondary sources. The course will allow students to gain an understanding of the relationship between past and present in Russia and analyze the current trends in scholarship. Topics include reforms, rise of the intelligentsia, role of religious institutions and practices, 1917 Revolution, Stalin, and the collapse of communism.

HIS 422 – Readings in Latin American History (3)

Intensive study of selected topics in the history of Latin America. This course is cross-listed as LAS 422.

HIS 426 – Southern Religious History (3)

The class analyzes the development, variety, and complexity of religious traditions in the American South from the Colonial Era through the end of the 20th century. The course examines a number of topics vital to an understanding of the South's varied religious heritage, such as the development of evangelical Protestantism and the numerous denominations its spawned. The course also will study the role religion played in the lives of African Americans, poor whites, women, and other groups within Southern society, and the function of Southern faith in the coming and aftermath of the American Civil War, civil rights movement, and other significant social, cultural, and political developments. Finally, the course asks how Southern evangelicalism has shaped and influenced American culture as a whole. In addressing such topics, students will develop an understanding of how religion both shapes and influences history, particularly the experience of non-elites in Southern – and American – society.

HIS 428 – Historic Preservation (3)

An intensive study of the field of historic preservation in the United States. Utilizing the resources of St. Augustine, the course will address the following topics: history of the preservation movement; public policies and private initiatives; legal considerations; research, investigation and documentation methods; strategies and techniques for preserving properties; disaster preparedness and recovery; code considerations; and ADA compliance.

HIS 433 – Religion and Nationalism in Modern Europe (3)

This course will examine the impact that religion has had upon the emergence of national identities in Europe during the modern era by utilizing several countries as “case studies.” The course will examine theories and nationalism, and case studies might include: Britain & Protestantism, Ireland & Catholicism, Germany & the Kulturkampf. This course is cross-listed as POS 433.

HIS 437 – The British Empire (3)

This course will examine the history of the British Empire from two vantage points: chronological/geographical, and topical. This approach will also allow students to study the various regions of imperial control, the impact of British rule on native cultures, and the interaction between periphery and metropole. By studying the empire in this way, students will gain an appreciation for the “facts” and chronology of the empire's development while at the same time encountering the latest scholarship and historiographical trends.

HIS 440 – Selected Topics (1-6)

Special studies offered when needed.

HIS 451 – Southern Cultural History (3)

The purpose of this course, then, is to examine the process, development, and transformation of the South through both a topical and chronological analysis of cultural expressions and practices. In doing so, students will develop an understanding of how culture both shapes and influences history, particularly the experience of non-elites in Southern society. Students will also examine a number of important questions such as what is the “South”? When and why did it come into being? What does it mean to be a “Southerner”? What role does historical memory play in this topic, and how do myths and realities both support and contradict each other as time passes?

HIS 470 – Senior Seminar in History (3)

Prerequisite: Permission of instructor. This class is a capstone course designed to draw together the knowledge and methodologies acquired by History majors. It will provide students a forum to pursue a guided research project that reflects their own interests, allowing them to demonstrate the consummation of their learning experience as a History major at Flagler College.

HIS 473 – Public History Practicum (1)

Pre-requisites: Senior Seminar and instructor approval. This one-credit course allows Public History Majors to rework their Senior Seminar paper for a different format or audience, as a museum or virtual exhibit, publication, or digital archive. The course will also require creation of a Public History Portfolio of projects done in the field.

HIS 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings and other research activities. This course is graded on a Pass/Fail system.

HIS 481, 482, 483 – History Internship (1-6, 1-6, 1-6)

Under the mentorship of an experienced professional (site supervisor) and a Flagler professor (intern coordinator), internships will provide students with work experience and structured opportunities to reflect on their activities and connect practical experience with the skills and knowledge of the field of public history. Internships encourage public history training, skill development, collaboration, and teamwork. Interns work a total of 120 hours at a single pre-arranged site, keep a weekly journal, submit a substantial final project, and present their work to students and community partners. It will be graded on the letter-grade scale.

HIS 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Honorable Entrepreneurship (ENT)

Honorable Entrepreneurship Minor: This minor has been created for students who want to learn how to transform their ideas into reality. The seven-course, 19-credit hour curriculum teaches students how to recognize opportunity; launch and nurture a start-up; and harvest the financial fruits of honorable entrepreneurship in a for-profit company. Students will also be able to take elective courses on family business entrepreneurship and social entrepreneurship. Students must satisfactorily complete:

Required Courses

| | |
|---------|--|
| ENT 201 | Foundations of Honorable Entrepreneurship |
| ENT 202 | Economics and Entrepreneurship |
| ENT 211 | Commerce and Finance for Honorable Entrepreneurs |
| ENT 241 | Legal Environment of the Honorable Entrepreneur |
| ENT 304 | New Venture Creation and Development |
| ENT 311 | New Enterprise Management |
| ENT 314 | Service Learning Project or BUS 481, 482, or 483 Business Internship |

Honorable Entrepreneurship (ENT) Course Descriptions

ENT 201 – Foundations of Honorable Entrepreneurship (3)

This course provides a cultural, historical, philosophical, and social scientific overview of the role and importance of honorable entrepreneurship in the economy and society. Ideas from the humanities and the social sciences from across the centuries are explored and connected to the study and practice of business.

ENT 202 – Economics and Entrepreneurship (3)

Focuses on how innovative entrepreneurs make effective business decisions using economic information provided by product and resource markets. The course also explores how entrepreneurs are guided and constrained by a constellation of material and nonmaterial considerations and why pursuing profit honorably can advance their private interests while fostering general human flourishing and national prosperity. (Note: BUS/ECO 420 Managerial Economics can be substituted for this course.)

ENT 211 – Commerce and Finance for Honorable Entrepreneurs (3)

This course surveys topics in financial and managerial accounting that are used by honorable entrepreneurs to measure performance and make business decisions. It develops knowledge of equity and debt available for early stage funding. Financial sources include family members, friends, angels, venture capital, private equity, incubators, and commercial banks. Students gain an understanding of investor criteria and how mutually beneficial deals are structured. The class also touches on the financial needs of a rapidly growing company and how they can be met. (Note: ACC 211 Principles of Financial Accounting can be substituted for this course.)

ENT 241 – Legal Environment of the Honorable Entrepreneur (3)

This course provides students with a basic understanding of legal issues frequently encountered by honorable entrepreneurs during the start-up phase, implementation, on-going operation and administration, and possibly the dissolution or merger phases of a business. Legal issues include an analysis of alternative types of business formation and organization, start-up requisites, financing considerations, and on-going operation and administration all considered within the parameters established at law or within the purview of the notion of honorable entrepreneurship. The stakeholder approach will be assessed and utilized wherever appropriate. (Note: LAW 310 Legal Environment of Business can be substituted for this course.)

ENT 304 – New Venture Creation and Development (3)

Prerequisite: ENT 311 or BUS 307. Students will identify and evaluate opportunities for new business ventures. Students aspiring to be honorable entrepreneurs shape and evaluate business opportunities by taking into account customer preferences and the business and competitive environment. The course enables students to put entrepreneurial thought into practice by developing a business plan that might ultimately be used to launch their own venture. Core to the class experience is the challenge of how to build and lead an honorable entrepreneurial organization. This course is cross-listed as BUS 304. (Note: BUS 409 Entrepreneurship and New Ventures can be substituted for this course.)

ENT 311 – New Enterprise Management (3)

Prerequisite: Junior standing. This course emphasizes the functional areas of running a small business from the perspective of the honorable entrepreneur/owner/manager. A study of the forms of ownership and the operations necessary for planning, organizing, marketing, and financing a small business as a dynamic and ethical enterprise will prepare the entrepreneur with the basic tools to succeed. (Note: BUS 307 Principles of Management can be substituted for this course.)

ENT 314 – Service Learning Project (1)

Prerequisite: ENT 304 or BUS 409. Students learn from practitioners and share knowledge in honorable entrepreneurship they have gained in this minor. Individuals and student teams work with local small for-profit businesses and not-for-profit corporations, community organizations and service agencies to improve efficiency and planning.

ENT 319 – Entrepreneurship in the Family Business (3)

Prerequisite: ENT 311 or BUS 307. This course is focused on the strategy, environment, and decision-making processes most important for creating, owning, and successfully operating a family business. Particular attention is given to the competitive strengths and weaknesses of a family firm, and the dynamics of honorable entrepreneurship in the family business culture. This course also explores and analyzes family business continuity challenges. This course is cross-listed as BUS 319.

ENT 322 – Social Entrepreneurship (3)

Prerequisite: ENT 311 or BUS 307. This course introduces students to the topic of social entrepreneurship which includes learning the rich variety of competencies that enable entrepreneurs to craft innovative responses to social problems. Thorough in-depth readings of exemplary social enterprises, in both not-for-profit and for-profit industries, students explore the skills of an entrepreneur in recognizing opportunities, exploring innovative approaches, mobilizing resources, and managing risk for the betterment of society. This course is cross-listed as BUS 322.

ENT 340 – Selected Topics (3)

An in-depth examination of an entrepreneurship topic which is not covered in existing courses.

ENT 481, 482, 483 – Honorable Entrepreneurship Internship (1-3, 1-3, 1-3)

Prerequisites: Junior standing with at least one full-time semester of credits earned at Flagler College prior to applying for the Internship Program; completion of ENT 201; ENT 202 or BUS/ECO 420; ENT 211 or ACC 211; ENT 311 or BUS 307; minimum 2.5 cumulative grade point average; submission of application for internship and other internship-related forms to the Internship Coordinator for approval prior to registering for classes. Other forms which must be submitted are the Internship election form, the Internship form, and other forms available from the Internship Coordinator. Practicum work experience with a small privately held business that allows the student to apply theories learned in the classroom to a business experience. Course requires a paper, two evaluations by the company supervisor of the business intern, a log, completion of work of 120 hours for three credits (or 80 hours for two credits, or 40 hours for one credit), and periodic meetings with the Internship Coordinator. Students can earn a maximum of three credit hours of ENT internship credit. The internship is graded on a Pass/Fail system. A fee is required for this course.

ENT 491, 492, 493 – Independent Study in Honorable Entrepreneurship (1-3, 1-3, 1-3)

Prerequisites: Senior standing, ENT/BUS 304 or BUS 409 and permission of instructor. The Independent Study in Honorable Entrepreneurship provides students an opportunity to launch a for-profit or not-for profit enterprise. This course is graded on a letter grade system.

Hospitality and Tourism Management* (HTM)

Hospitality and Tourism Management Major: Hospitality and Tourism Management (HTM) is a multibillion dollar industry. The HTM major will prepare students for a management career in the fast-paced hospitality and tourism industry. Graduates with this major will be prepared for entry level professional positions in guest services management, theme park and attraction management, tourism management, event planning and food services management, and have the foundation for more senior management positions as their careers advance. The Hospitality & Tourism

Management major will consist of 65 hours of coursework, including a semester long internship. The major will prepare graduates with 35 hours of coursework created to give students exposure to the major areas of the hospitality and tourism discipline along with 12 hours in core areas of Business Administration, 8 hours in the study of one foreign language, 6 hours in selected Liberal Arts courses, and 4 hours in Sport Management. Within the 35 Hospitality & Tourism Management credit hours, students are to earn 2 credit hours by completing 120 hours of apprenticeship experience during their sophomore and junior years.

Core Business Courses (12 credit hours)

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|---------|---|
| ECO 202 | Principles of Microeconomics |
| LAW 310 | Legal Environment of Business |
| BUS 310 | Principles of Marketing |
| BUS 461 | Human Resource Management (by permission) |

Language Requirement (8 credit hours)

Students in the Hospitality & Tourism major are required to complete 8 credit hours of study in one foreign language.

Liberal Arts Selections (6 credit hours)

Students in the Hospitality & Tourism major are to complete 6 credit hours of study from the following choices:

| | |
|-----------------|--|
| ANT 201 | Cultural Anthropology |
| ANT 220 | Archaeology |
| ANT 305 | Advanced Cultural Anthropology |
| ART 340 | Gender and Representation |
| ECO 331 | International Economics |
| ENG 321 | Southern Writers |
| ENG 353 | Writing in the Professions |
| FLM/REL 335 | Religion and Film |
| FLM 340 | History of Disney Films |
| HIS 324 | Museum Studies |
| HIS 325 | Heritage Tourism |
| HIS 326 | Methods/Materials of Historic Preservation |
| HIS 328 | American Architectural History |
| HIS 330 | History of Florida |
| HIS 332 | Historic St. Augustine |
| HIS 340/440 | Special Topics (by permission from HTM program coordinator) |
| HIS 451 | Southern Cultural History |
| HIS/LAS 201 | Introduction to Latin America from Pre-Contact to Independence |
| HIS/LAS 202 | Introduction to Latin America from Independence to Modern Day |
| HIS/REL 212 | History of Christianity |
| LAS 313/ANT 313 | Indian Cultures of South America |

| | |
|-----------------|-------------------------------------|
| LAS 315/ANT 315 | Indian Civilizations of Mesoamerica |
| PHI 208 | Ethics |
| PHI 312 | Aesthetics |
| POS 301 | International Relations |
| PSY 330 | Psychology of Aging |
| THA 233 | Introduction to Theatrical Design |

Sport Management Course (4 credit hours)

| | |
|---------|-------------------------------|
| SPM 335 | Facility and Event Management |
|---------|-------------------------------|

Hospitality Management & Tourism Courses (35 credit hours)

| | |
|---------|---|
| HTM 120 | Introduction to Hospitality and Tourism |
| HTM 201 | Hotel and Guest Services Management |
| HTM 205 | Food and Beverage Management |
| HTM 281 | Hospitality & Tourism Management Apprenticeship (1 credit hour) |
| HTM 282 | Hospitality & Tourism Management Apprenticeship (1 credit hour) |
| HTM 301 | Hospitality Revenue Management and Accounting |
| HTM 315 | Destination Planning and Development |
| HTM 430 | Tourism, Culture, and Impacts |
| HTM 470 | Strategic Hospitality and Tourism Management |
| HTM 481 | Hospitality Internship (12 credit hours) |

Hospitality and Tourism Management (HTM) Course Descriptions

HTM 120 - Introduction to Hospitality and Tourism Management (3)

An introduction to the history and current issues in the hospitality and tourism industries. This course introduces students to hotel, restaurant, theme park, attraction, and tourist management concepts.

HTM 201 - Hotel and Guest Services Management (3)

This course identifies critical factors of hotel and resort management. Topics include rooms operations, facilities management, service quality, and departmental structure, specifically organizational management.

HTM 205 - Food and Beverage Management (3)

An introduction to food and beverage management. Concepts include preparation, costs and budgeting, safety, storage, sanitation, equipment, and menu planning.

HTM 240, 340, 440 - Selected Topics (3, 3, 3)

HTM 281, 282 - Hospitality & Tourism Management Apprenticeship (1, 1)

To create work experiences in hospitality and tourism management prior to the internship students must complete 60 hours of apprenticeship experience in this class. Work positions may be paid or non-paid, hourly, or managerial and must be approved by the program director. Work experience may be in hotels, restaurants, institutional

food service, convention centers, attractions, theme parks, or similar areas. Students are required to take this class a minimum of two times in order to complete the required number of hours of apprenticeship experience.

HTM 301 - Hospitality Managerial Accounting and Cost Control (3)

The application of financial accounting principles to the hospitality industry; Uniform System of Accounts for restaurants, hotels, and clubs; completion of the accounting cycle for hospitality operations; transactions related to payroll, inventories, receivables, and payables for the hospitality industry.

HTM 315 - Destination Planning and Development (3)

Prerequisite: BUS 310. One of the main ideas in tourism is the destination. This course examines the sustainable planning and management of tourism destinations. Students will be exposed to the entire destination management process including basic concepts, planning, development, and marketing.

HTM 430 - Tourism, Culture, and Impacts (3)

This course examines the relationship between tourism development and cultures around the world. Positive and negative impacts of global travel through various cultural perspectives will be critically analyzed, including the forces of modernization and globalization. Course material is designed to generate questions and spark debate regarding the merits of travel to cultural development and ways in which adverse effects can be mitigated and positive effected can be cultivated.

HTM 470 - Strategic Hospitality and Tourism Management (3)

Prerequisites: BUS 310. The capstone course in Hospitality Management and Tourism. This course integrates the elements of hospitality and tourism management, often using case studies. The course develops the tools and techniques needed by hospitality and tourism managers in developing sound business and service strategies.

HTM 481 - Hospitality Internship (12)

A full-time internship to be completed during a student's final semester. The internships may be in any relevant hospitality and tourism management sector. Departmental internship coordinator must approve all internships.

Humanities (HUM)

HUM 240 – Selected Topics (3)

Offered when needed.

HUM 340 – Selected Topics (3)

Offered when needed.

HUM 440 – Selected Topics (3)

Offered when needed.

International Studies* (INT)

International Studies Major: The International Studies major is designed to provide the student with an interdisciplinary approach to studying global issues that will contribute to a broadly based but critical understanding of our ever-changing global environment. Such an interdisciplinary approach will prepare the student to enter an increasingly interdependent and globalized world and effectively face the challenges that these developments bring to them as both an individual and a global citizen.

International Studies majors must complete a total of 54-58 credit hours. All majors will take 21 hours of required core courses; 12-16* hours of ONE language that is approved by the program coordinator; and three hours of study abroad. Students must select a specific track – in Anthropology, Economics, Latin American Studies, or Political Science and will be required to take 18 credit hours of courses in that track. In addition, students are encouraged to pursue independent research and internship experiences in the local community. Internship positions are available to students of junior or senior standing who have obtained a minimum cumulative average of 3.0 and permission from the instructor. Internship hours do not count toward a major area of concentration or toward minor areas of study in social sciences.

Required Core Courses (21 hours)

| | |
|---------|---|
| INT 200 | Introduction to International Studies (3) |
| ANT 201 | Cultural Anthropology (3) |
| GEO 201 | Human Geography (3) |
| POS 331 | Comparative Government (3) |
| ENG 331 | Great Works of World Literature (3) OR |
| ENG 333 | Postcolonial Literature |
| REL 111 | World Religions (3) |
| INT 470 | Senior Seminar (3) |

Additional requirements include (15-19 hours) 12-16 hours of language (four semesters), three credit hours for study abroad.

*Students will be placed into the appropriate level language course based on the placement test given each semester. For native speakers of a language, or for those who place into upper level courses, 12 hours of upper level courses (above 302) are required. For everyone else 16 credit hours are required.

Anthropology Concentration: (18 hours required, of which 12 are electives)

Required Courses

| | |
|---------|------------------------------------|
| ANT 220 | Archaeology (3) |
| ANT 305 | Advanced Cultural Anthropology (3) |

Choose 12 credits from below

| | |
|---------|---|
| ANT 313 | Indian Cultures of South America (3) |
| ANT 311 | Native Americans and the Native Caribbean (3) |



The Liberal Arts curriculum prepares students for careers in a wide range of fields, including education, law, business, politics, and ministry.

- ANT 315 Indian Civilizations of Mesoamerica (3)
 - ANT 370 Methods in Archaeological Field Research (3)
 - ANT 371 Archaeological Artifact Analysis (3)
 - ANT 420 Urban Anthropology (3)
 - ANT 440 Selected topics (3)
- (international focus; approval of INT coordinator required)

Economics Concentration: (18 hours required, of which 12 are electives)

Required Courses

- ECO 201 Principles of Macroeconomics (3)
- ECO 202 Principles of Microeconomics (3)

Choose 12 credit hours from below

- ECO 327 Environmental Economics (3)
 - ECO 331 International Economics (3)
 - ECO 342 Economics of Public Choice (3)
 - ECO 415 History of Economic Thought and Systems (3)
 - ECO 340/440 Selected Topics (3)
- (international focus; approval of INT coordinator required)

Latin American Studies Concentration:

(18 hours required, of which 12 hours are electives)

Required Courses

- LAS 201 Introduction to Mexico, Central America and West Indies (3)
 LAS 202 Introduction to South America (3)

Choose 12 credit hours from below

- ANT 311 Native Americans and the Native Caribbean (3)
 ANT 313 Indian Cultures of South America (3)
 ANT 315 Indian Civilizations of Mesoamerica (3)
 LAS 335 Contemporary Issues in Latin America (3)
 LAS 337 Latin America and the United States (3)
 LAS 422 Readings and Research in Latin American History (3)
 LAS 340/440 Selected Topics (3)

(international focus; approval of INT coordinator required)

Political Science Concentration:

(18 hours required, of which 12 hours are elective)

Required Courses

- POS 301 International Relations (3)
 POS 438 International Political Economy (3)

Choose 12 credit hours from below

- POS 325 Islam and Politics (3)
 POS 228 Hinduism and India (3)
 POS 351 Global Environmental Politics (3)
 POS 402 Ancient Political Thought (3)
 POS 431 Genocide (3)
 POS 432 Human Rights (3)
 POS 435 Gandhi and Bin Laden (3)
 POS 439 Conflict Resolution (3)
 POS 340/440 Selected Topics (3)

(international focus; approval of INT coordinator required)

International Studies Minor: Students minoring in International Studies must complete 25 semester hours in International Studies courses, including 15 hours of core courses, four hours of language, and six hours of additional elective requirements.

Required Core Courses (15 hours)

- INT 200 Introduction to International Studies (3)
 ANT 201 Cultural Anthropology (3)
 GEO 201 Human Geography (3)

POS 331 Comparative Government (3)

REL 111 World Religions (3)

Choose one Language Course (four hours)

Additional Elective Requirements (6 hours - at least three at the 400-level)

ANT 311 Native Americans and the Native Caribbean (3)

ANT 313 Indian Cultures of South America (3)

ANT 315 Indian Civilizations of Mesoamerica (3)

ANT 420 Urban Anthropology (3)

ECO 327 Environmental Economics (3)

ECO 331 International Economics (3)

ECO 342 Economics of Public Choice (3)

ECO 415 History of Economic Thought and Systems (3)

ECO 440 Selected topics with an international focus/dimension (3)

ENG 332 Great Works of Western Literature (3)

ENG 333 Post-Colonial Literature (3)

ENG 440 Selected topics with an international dimension/focus (3)

HIS 301 Early Modern Europe (3)

HIS 303 Twentieth Century Europe (3)

HIS 313 Modern Ireland (3)

HIS 362 Pre-Modern Africa (3)

HIS 363 Modern Africa (3)

HIS 380 Modern Britain (3)

HIS 407 History of Russia and the Soviet State (3)

HIS 437 The British Empire (3)

INT 340/440 Special Topics

INT 491/492/493 Independent Study

LAS 335 Contemporary Issues in Latin America (3)

LAS 337 Latin America and the United States (3)

LAS/HIS 422 Readings and Research in Latin American History (3)

LAW 375 International Law (3)

POS 301 International Relations (3)

POS 325 Islam and Politics (3)

POS 228 Hinduism and Politics (3)

POS 351 Global Environmental Politics (3)

POS 431 Genocide (3)

POS/HIS 433 Religion and Nationalism in Modern Europe (3)

POS 440 Selected topics courses with an international dimension/focus (3)
(e.g. African Politics, Politics of the Developing World, International Political Economy, Emerging Global Powers, U.S. Foreign Policy, Politics of Natural Resources in the Middle East, Politics of Europe, International Law, International Organizations, War and Violence)

| | |
|-------------|-------------------------------|
| PSY 445 | Cross Cultural Psychology (3) |
| POS 432 | Human Rights (3) |
| REL/POS 435 | Gandhi and Bin Laden (3) |
| REL/POS 437 | Inequality and Religion (3) |
| POS 439 | Conflict Resolution (3) |
| SOC/CRM 468 | Social Aspects of Terrorism |

International Studies (INT) Course Descriptions

INT 200WI – Introduction to International Studies (3)

INT 200 is the core course of the International Studies major. It is meant to introduce students to the variety of approaches to international studies in the social sciences and the humanities. In this course, students will become familiar with the various “ways of knowing” in different disciplines and will explicitly compare these perspectives. The course is both interdisciplinary and multidisciplinary, as students will understand how disciplines approach problems and questions, as well as how different disciplines connect with one another or simply contradict one another when it comes to methods and goals.

INT 338 – Religion and Conflict (3)

What is the relationship of religion to politics and conflict? Although religions quite often offer guidelines about peace and harmonious relations, it is a well understood fact that they have been seen to exacerbate, or possibly be a reason for many conflicts across the globe. This course will examine a number of countries in which conflict appears, apparently in the mantle of religion, and critically examine whether religion has played a role in the genesis of that conflict, whether religion was just a pretext, or indeed if religion can or should have mitigated the conflict. The United States, Yugoslavia, Israel, and India are examples where issues of religion and political conflict will be examined. This course is cross-listed as REL 338 and POS 338.

INT 340 – Selected Topics (3)

This course will provide a close study of a topic not covered by the existing courses listed for the major.

INT 375 – International Law (3)

This course examines the development and processes of international law. Students will explore how international law affects and influences the legal environment abroad and in the United States. Current events will also be examined with an international law perspective. This course is cross-listed as LAW 375.

INT 432 – Human Rights (3)

This course will explore and aim to clarify the problems associated with defining, establishing and protecting human rights. The class will study the history and development of the human rights regime including the cases and individuals who were critical actors

in its evolution. The historical and contemporary context of human rights issues will be examined in depth. Students will gain insight and understanding of many varied issues related to human rights. This course is cross-listed as POS 432.

INT 438 – International Political Economy (3)

This course will aim to develop a fundamental understanding of the theory and structure of international political economy as well as investigate concrete issues and actors in the world. In an increasingly globalized world, it is essential to understand the political and economic relationships between and amongst nations. In an effort to make sense of a complexly interconnected world where weather patterns in the global south impact commodity prices in the north or agriculture subsidies in one country hurt farmers in another far away, it is necessary to examine a variety of assumptions and theories that might explain the relationships between many varied factors. This course is cross-listed as POS 438.

INT 439 – Conflict Resolution (3)

This course will take a look at the enterprise of historical and contemporary conflict resolution. It will be examined both theoretically and empirically. While the world stage continues to change, global conflicts are experiencing deep and rapid changes as well. The local is becoming global and the global local. As states and societies become more open to events outside their own borders, and images, belief systems, communications and ideas flow across societies divided by culture and different ways of life, it is not surprising that conflicts of interest persist. Historically there have been a variety of perspectives used to explain conflict, but more recently targeted efforts have been made to develop theoretical models for testing. This course will look at these models as well as specific case studies for analysis. This course is cross-listed as POS 439.

INT 440 – Selected Topics (3)

This course will provide a close study of a topic not covered by the existing courses listed for the major.

INT 470 – Senior Seminar (3)

This is a capstone course designed to bring together the knowledge acquired by the International Studies majors. This course will require the student to conduct independent research that demonstrates accumulated knowledge in the field of international studies. It will also provide a forum for students to present their research to their peers and faculty mentors at Flagler. This course is cross-listed as POS 470.

INT 481, 482, 483 – International Studies Internship (1-6)

Prerequisites: Permission of instructor and a minimum 3.0 cumulative GPA, major or minor, junior or senior standing. Internship hours may not be counted toward major area of concentration, or minor area of study in social sciences. This course is graded on a Pass/Fail system.

INT 491, 492, 493 – Independent Study (1-6)

Prerequisites: INT 200, minimum 3.0 GPA, permission of instructor. This course is graded on a letter grade system.

Italian (ITA)**Italian Placement Exam**

A placement exam is offered in Italian that can be taken at the start of the term. If a student places into a higher level Italian course, he/she can earn up to 8 credit hours if they pass the class with a B or better. For example, if students place into ITA 201, they can earn 8 credit hours for ITA 101 and 102 if they complete ITA 201 with a B or better.

ITA 101 – Elementary Italian I (4)

Basic conversation, reading, grammar, and composition at the beginning college level. No prior knowledge of the language is assumed. One hour a week of language laboratory is required. Native speakers may not enroll in 100/200 level language courses.

ITA 102 – Elementary Italian II (4)

Prerequisite: ITA 101 or instructor's permission. Basic conversation, reading, grammar, and composition at the beginning college level. No prior knowledge of the language is assumed except for ITA 101. One hour a week of language laboratory is required. Native speakers may not enroll in 100/200 level language courses.

ITA 201 – Intermediate Italian I (4)

Prerequisite: ITA 102 or permission of instructor. This is the first semester of Intermediate Italian. Conversation, reading, grammar and composition at the intermediate college level. One hour a week of language laboratory is required. Offered only in the fall semester of each year. Course is taught in Italian. Native speakers may not enroll in 100/200 level language courses.

ITA 202 – Intermediate Italian (4)

Prerequisite: ITA 201 or permission of instructor. This is the second semester of Intermediate Italian. Conversation, reading, grammar and composition at the intermediate college level. One hour a week of language laboratory is required. Offered only in the spring semester of each year. Course is taught in Italian. Native speakers may not enroll in 100/200 level language courses.

ITA 240 – Selected Topics (1-6)

Offered when needed.

ITA 291, 292, 293 – Independent Study (1-6)

Offered when needed.

ITA 440 – Selected Topics in Italian (1-6)

Offered when needed.

ITA 391, 392, 393 – Independent Study (1-6)

Offered when needed.

Latin (LAT) Course Descriptions

LAT 101 – Elementary Latin I (3)

An introduction to the basic grammar, syntax, and vocabulary of Latin through reading and composition.

LAT 102 – Elementary Latin II (3)

Prerequisite: LAT 101 or Instructor's permission. An introduction to the basic grammar, syntax, and vocabulary of Latin through reading and composition. No prior knowledge of the language is assumed except for LAT 101.

LAT 240 – Selected Topics (1-6)

Offered when needed.

LAT 291, 292, 293 – Independent Study (1-6)

Offered when needed.

LAT 391, 392, 393 – Independent Study (1-6)

Offered when needed.

LAT 440 – Selected Topics (1-6)

Offered when needed.

Latin American Studies

Latin American Studies Minor: A student must complete 18 hours in Latin American Studies for a minor.

Latin American Studies (LAS) Course Descriptions

LAS 201WI – Introduction to Latin America from Pre-Contact to Independence (3)

This course serves as a survey of Latin American history from pre-Columbian to the independence movements of the 19th century. Exploration, conquest, settlement, and cultural development are major themes examined throughout the course. We will examine a variety of issues including economics, democracy, racism, class structures, gender, and ethnicity. Specific emphasis will be given on the way in which Latin Americans view themselves and how their culture, economics, and politics have developed in different directions than the United States and Europe. This course is cross-listed as HIS 201.

LAS 202WI – Introduction to Latin America from Independence to Modern Day (3)

This course serves as an introduction to the history of Latin America from independence to modern day. Beginning with the independence movements, this class traces the diplomatic, social, cultural, political and economic development of the major countries in Latin America. This course is cross-listed as HIS 202.

LAS 240 – Selected Topics (3)

Offered when needed. Permission of instructor may be required.

LAS 291, 292, 293 – Independent Study (1-6, 1-6, 1-6)

This course is graded on a letter grade system.

LAS 313 – Indian Cultures of South America (3)

A multi-disciplinary approach to the study of Indian cultures of South America from shortly before European contact until the present, stressing the interaction between the Indigenous peoples and the Europeans. This course is cross-listed as ANT 313.

LAS 315 – Indian Civilizations of Mesoamerica (3)

A multi-disciplinary approach to the study of the Indian civilizations that arose in Middle America, with emphasis on the Maya and the Aztec from shortly before European contact until the present, stressing the interaction between the Indigenous peoples and the Europeans. This course is cross-listed as ANT or HIS 315.

LAS 330 – History of Florida (3)

A survey of Florida History from 1513 to the present, with emphasis on Spanish Florida and the Flagler era. This course is cross-listed as HIS 330.

LAS 335 – Contemporary Issues In Latin America (3)

An interdisciplinary approach to analyze major political, economic, and social issues in Latin America today. This course is cross-listed as POS 335.

LAS 337 – Latin America and the United States (3)

This course is an analysis of the events, institutions, and issues between the United States and Latin America from the 1800s to modern day. During the course, students will evaluate the changing dynamics between the United States and Latin America. The course begins with the establishment of United States hegemony and covers through the post-Cold War era of globalization. This course is cross-listed as HIS 337 and POS 337.

LAS 340 – Selected Topics (3-6)

Permission of instructor may be required.

LAS 377 – Study Abroad Orientation (1)

Students who intend to participate in a Study Abroad Program, with transfer credit counted towards a major or minor in Spanish or a minor in Latin American Studies, will be required to enroll in this course in the semester prior to departure.

LAS 391, 392, 393 – Independent Study (1-6, 1-6, 1-6)

This course is graded on a letter grade system.

LAS 422 – Readings and Research in Latin American History (3)

Intensive study of selected topics in the history of Latin America. This course is cross-listed as HIS 422.

LAS 440 – Selected Topics (3-6)

Special studies offered when needed. Permission of instructor may be required.

LAS 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may

include the development of research strategies, collection of data/observations, analysis of findings, and other research activities. This course is graded on a Pass/Fail system.

LAS 481, 482, 483 – Latin American Studies Internship (1-3, 1-3, 1-3)

The internship may be combined with any major, including Spanish or Spanish/Latin American Studies. A 400 (3 hours) level Spanish Internship cannot take the place of a 400 level course but may substitute for one 300 level requirement for the Spanish major. The grades for all Spanish or Spanish/ Latin American Studies Internships will be either pass or fail.

LAS 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

This course is graded on a letter grade system.

Law (LAW)

Law Minor:

Frank D. Upchurch, Sr., Endowed Law Program

The Frank D. Upchurch, Sr., Endowed Law Program at Flagler College is designed to give qualified students the rigorous undergraduate preparation needed to master the academic requirements of law school.



Frank D. Upchurch, Sr.

The Program is named in honor of Frank D. Upchurch, Sr., by his family and friends as an enduring memorial to commemorate his contributions to the legal profession, St. Augustine, and the State of Florida. He served as City Commissioner and Mayor of St. Augustine, as a Representative to the Florida House of Representatives, and as a member of the Florida Senate. He was an ardent preservationist and helped establish the St. Augustine Restoration Commission to help preserve, restore, and interpret colonial St. Augustine for future generations.

The Law Program is also intended to provide a competitive opportunity for students to gain acceptance into law school. The skills needed for law school are those which all liberal arts students should pursue. These skills include the capacity to read for a clear understanding of content and relationships; the ability to reason logically and think critically; the capacity to solve problems given specific factual situations; the ability to write and speak with clarity, precision, and style; and an understanding of the institutions that develop law. The course of study prescribed for law students is designed to enhance these needed skills.

General Information: Students applying for participation in the Law Program should present SAT scores of at least 550 in the verbal and 550 in the math (or their equivalent on the ACT). Students who are interested in the Law program should contact the Law Director for an application to the program or for additional information.

A program of events is scheduled each year for Law students. Central features of the program include Law Forums; visits to area law schools; visits by law school Deans of Admission, judges, and attorneys; attendance at courtroom trial proceedings; mock

LSAT exams; student meetings on topics related to preparation for law school and the legal profession; and the computer assisted legal research service known as LexusNexus. Law students should either enroll in an LSAT preparatory course during the junior year or follow the LSAT preparatory guidelines established by the Law Director.

Flagler College also has an active Chapter of Phi Alpha Delta, an international legal society which fosters interest and disseminates information about legal education and the legal profession. Phi Alpha Delta has become an important part of the Flagler College Law Program. All law students are encouraged to join.

General Requirements: Students who wish to complete the Law Program must satisfy the following conditions:

1. Pursue and complete a major within the field of their choice;
2. Pursue and complete a required curriculum of seven law courses;
3. Earn a cumulative grade point average of at least 3.0 by the end of the senior year;
4. Attend courtroom trial proceedings under the direction of the Law Director;
5. Attend a minimum of two Law Program events during each academic year;
6. Complete an LSAT preparatory program; and
7. Complete at least four semesters as a full-time student at Flagler College

Course Requirements: A total of 21 credit hours is needed to complete the course requirements. Students who complete these course requirements satisfactorily will be given credit for a Law minor. LAW 470, PHI 223, and LAW 419 are required for the minor. For one of the seven required LAW courses, a student may substitute any law course from another discipline. This course substitution must be approved by the Law Program Director. A total of 21 credit hours are needed to earn the minor.

Required Courses

| | |
|---------|-----------------------------|
| PHI 223 | Logic I - Critical Thinking |
| LAW 470 | Senior Seminar in Law |

Select 2 courses from below (Substantive Law)

| | |
|-------------|---|
| LAW/HIS 307 | American Legal History |
| LAW 310 | Legal Environment of Business |
| LAW 311 | Advanced Business Law |
| LAW/POS 341 | American Constitutional Law: The Federal System |
| LAW/POS 342 | American Constitutional Law: Civil Rights and Liberties |
| LAW 371 | Criminal Court Systems and Process |
| LAW 372 | Criminal Law |
| LAW 373 | Constitutional Criminal Procedure |
| LAW 380 | Civil Law and Procedure |
| LAW/INT 375 | International Law |

Select 2 courses from below (Professional Skills)**Must take LAW 419**

| | |
|---------|----------------------------------|
| LAW 405 | Legal Argumentation |
| LAW 419 | Legal Method and Process |
| LAW 425 | Trial Tactics |
| LAW 430 | Legal Strategies |
| LAW 435 | Legal Ethics and Professionalism |

One or more additional course with a LAW prefix.

Law (LAW) Course Descriptions**LAW 240 – Selected Topics (3-6)**

The selected topics course offers an analysis of selected current and emerging issues in law. This course may be substituted for other law courses to satisfy the requirements for a minor and is graded on a Pass/Fail basis.

LAW 307 – American Legal History (3)

This course examines the historical evolution of the legal system in the United States focusing on the mutual influences and tensions between the legal system and the greater American society. This course is cross listed as HIS 307.

LAW 310 – Legal Environment of Business (3)

An introduction to the legal issues that most directly impact business with emphasis on the authority, structure, and organization of the American legal system. The course also specifically addresses criminal law, torts, and contracts including the Uniform Commercial Code.

LAW 311 – Advanced Business Law (3)

Prerequisite: LAW 310. This course is a continuation of LAW 310 with emphasis on selected topics including business organizations, property, insurance, negotiable instruments, labor, and creditor rights.

LAW 340 – Selected Topics (3-6)

The selected topics course offers an in-depth analysis of selected current and emerging issues in law. This course may be substituted for other law courses to satisfy the requirements for a minor.

LAW 341 – American Constitutional Law: The Federal System (3)

An examination of the unique role of the Supreme Court in the U.S. constitutional system, focusing on the evolution of the constitutional system as revealed in the major decisions of the Supreme Court. The course provides both an introduction to American political thought and an intensive examination of the functions of major institutions within the constitutional system. This course is cross listed as POS 341.



LAW 342 – American Constitutional Law: Civil Rights and Liberties (3)

This course will examine in some detail the role of the Supreme Court in American politics. Careful consideration is given to the place of civil rights and liberties in the U.S. constitutional system. Significant Supreme Court decisions are analyzed and synthesized. This course is cross listed with POS 342.

LAW 355WI – American Constitutional Issues (3)

The primary objective of this course is for each student to develop an awareness of how ethical issues impact the courts and how the courts deal with those ethical issues. Those issues with which the judiciary deals—ranging from abortion, assisted suicide, pacifism, the environment, religion, speech, sexual harassment, discrimination, affirmative action, and capital punishment—will be explored. Legal ethics will also be examined in some detail. This course is cross-listed as POS 355WI.

LAW 371 – Criminal Court System and Process (3)

Prerequisites: SOC 101 and CRM 160. This course will provide a description of the American judicial system along with analysis of the actual criminal court process. Students will learn the legal principles that frame the courts and the informal norms and external pressures that guide how millions of cases are processed every year. This will enable students to understand both the stability of the court system as well as the variance from one courthouse to another, and one case to the next. This course is cross-listed as CRM 371.

LAW 372 – Criminal Law (3)

This course offers the student a general understanding of the principles and doctrines of criminal law. Crimes against the person, habitation, property, and public order are also analyzed. Students will read excerpts from more than 80 appellate court decisions.

LAW 373 – Constitutional Criminal Procedure (3)

This course is a constitutional analysis of criminal procedure, including the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the U.S. Constitution. Students will learn the general principles of criminal procedure and how to apply these principles to actual legal problems. Substantive remedies will be examined. Students will read excerpts from more than 80 appellate court decisions.

LAW 375 – International Law (3)

This course examines the development and processes of International Law. Students will explore how international law affects and influences the legal environment abroad and in the United States. Current events will also be examined with an international law perspective. This course is cross-listed as INT 375.

LAW 380 – Civil Law and Procedure (3)

This course provides the student with an authoritative examination of the major elements of the American legal system. Students are acquainted with the basic areas of U.S. Law through the reading and analysis of appellate cases. The areas of legal ethics, the judicial system, civil procedure, judicial remedies, family law, contracts, torts, property law, criminal law, and ADR are presented for critical examination.

LAW 405 – Legal Argumentation (3)

This course examines several different controversial legal and political issues. The class is set in a discussion format which requires each student to improve his or her skills in developing an argument. Students also must present the pro or con side of a specific issue in a debate format with another student.

LAW 419 – Legal Method and Process (3)

This course undertakes an examination of certain landmark state and federal court cases. Students will be expected to begin the development of those analytical skills which are essential for success in law school. The writing of syntheses is a major component of this course. The Socratic teaching method will be employed by the instructor. This course is traditionally only offered in the spring semester.

LAW 425 – Trial Tactics (3)

Prerequisite: Consent of instructor. This course gives undergraduate students an opportunity to learn the work of trial attorneys, understand the judicial system, develop critical thinking skills, and enhance communication skills. Further, it facilitates the growth of the individual student as a person able to work with and support others, as a knowledgeable citizen acquainted with the legal system, and as a community leader.

LAW 430 – Legal Strategies (3)

Prerequisite: Consent of instructor. This course will introduce students to the basics of formulating and evaluating arguments. Emphasis will be placed on logical arguments, fallacies, inductive and deductive proofs, and correct reasoning. As such, this course is designed to help students prepare for the Law School Admission Test.

LAW 435 – Legal Ethics and Professionalism (3)

This course will explore the Rules Regulating the Florida Bar, court cases, and applicable statutes which address the client-lawyer relationship, duties of a lawyer as advocate in adversary proceedings, dealings with persons other than clients, law firms and associations, public service, and maintaining the integrity of the profession. Respect of client confidences, candor toward the tribunal, truthfulness in statements to others, and professional independence are some of the defining features of legal ethics which will be explored in depth.

LAW 440 – Selected Topics (3-6)

The selected topics course offers an in-depth analysis of selected current and emerging issues in law. This course may be substituted for any other pre-law course to satisfy the requirements for a minor.

LAW 470 – Senior Seminar in Law (3)

Prerequisite: Completion of 75 credit hours. This is a capstone course which allows the senior Law student the opportunity to utilize and expand his or her legal knowledge by researching a specific topic in the law. Each student will write and present a substantive paper, reflecting careful research and rational deliberation. Students will dialogue with the professor and other students during scheduled class meetings. The paper will remain on file as a body of legal research for all Law students to examine. This course is required for students seeking the Law minor. This course is traditionally only offered in the fall semester.

LAW 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings and other research activities. This course is graded on a Pass/Fail system.

LAW 481, 482, 483 – Law Internship (1-6, 1-6, 1-6)

Prerequisite: Junior standing or consent of instructor. The Law Internship offers an opportunity for a cooperative educational experience by working with a private attorney, prosecutor, public defender, county administrator, county judge, or another selected public or private law agency. Internship appointments are available on a competitive basis and are graded pass/fail. Applicants must have at least a 3.0 cumulative grade point average to qualify. Interested students should contact the Law Advisor for further information or application. This course is graded on a Pass/Fail system.

LAW 491, 492, 493 – Independent Study in Law (3, 3, 3)

Prerequisite: Permission from the Director of the Law Program. Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Liberal Arts *

The Liberal Arts major introduces students to the rich and challenging intellectual heritage of Western Civilization. Students are encouraged to work primarily with faculty from the Humanities Department to develop an individualized program promoting academic excellence and professional expertise in their chosen areas of study. Students may draw upon three academic fields (listed below) to build their own major developed around a course of study that fits their interests. Topical areas of focus could include Anthropological Studies, Environmental Studies, American Studies, Latin American Studies, Southern Studies, etc. The Liberal Arts major assists students preparing for graduate school as well as for careers in areas as diverse as education, law, business, politics, and ministry. Students are strongly encouraged to maintain a portfolio with work from each class pertaining to the major, and submit an essay reflecting upon the interdisciplinary nature of their academic experience to their Senior Seminar or Independent Research Project Director.

General Education Requirements (16 Courses, 48 Credits)

42 credits plus two additional 100-200 level courses (six credits) taken from the current Flagler College General Education List or from additional courses identified by the Humanities Department Faculty.

Primary Discipline* (6 Courses, 18 Credits)

18 credits at the 200 -400 level (at least two 300 level courses, one 400 level course, and the 400 level Senior Seminar or Independent Research Project) from one of the following major areas in the Humanities Department: History, Latin American Studies, Philosophy, Religion, and Spanish; or in the Social Science: Political Science. An internship can be credited as the Independent Research Project. However, it must address all three disciplines in some form, and receive the approval of the Humanities Department Chair.

Secondary Discipline One* (3 Courses, 9 Credits)

Nine credits at the 200-400 level (at least two 300-400 level courses) from one Flagler College major or minor program that is considered to be among the liberal arts.**

Secondary Discipline Two* (3 Courses, 9 Credits)

Nine credits at the 200-400 level (at least two 300-400 level courses) from one Flagler College major or minor program that is considered to be among the liberal arts.**

* Students majoring in liberal arts may only use one completed course from their General Education requirements towards the completion of their primary discipline. They may not use any completed General Education courses toward the completion of either secondary discipline.

** The areas of study for the primary and secondary disciplines are mutually exclusive. For example, a student cannot choose history as both a primary and secondary discipline or choose history for both secondary disciplines.

*** The liberal arts, according to the Carnegie Classification, include: English language and literature/letters; foreign languages and literatures; biological sciences; mathematics; philosophy and religion; physical sciences; psychology; social sciences and history; visual and performing arts; area, ethnic, and cultural studies; liberal arts and sciences, general studies, and humanities; and multi/interdisciplinary studies.

Management Information Systems (MIS)

Management Information Systems Minor: The Management Information Systems minor is designed to provide students with a solid foundation regarding utilization, application, and management of a wide variety of contemporary information systems in organizations. This minor program can be pursued in conjunction with any major discipline. The Management Information Systems minor requires a total of 15 credit hours consisting of the following:

Required Courses (nine hours)

| | |
|---------|--------------------------------|
| MIS 303 | Management Information Systems |
| MIS 311 | Database Systems Management |
| MIS 312 | Systems Analysis and Design |

Electives (six hours)

| | |
|---------|--|
| MIS 240 | Selected Topics |
| MIS 321 | Business Analytics |
| MIS 322 | Project Management |
| MIS 323 | Web Application Development for Business |
| MIS 340 | Selected Topics |

Management Information Systems (MIS) Course Descriptions

MIS 120 – Introduction to Computers and Management Applications (3)

This course is an exploration of productivity software with a special emphasis on computer literacy. Topics to be covered include technology and Internet concepts, electronic research, spreadsheets, databases, and electronic presentations. A lab fee is required for this course.

MIS 121 – Introduction to Internet Communications and Web-Based Applications (3)

This course is an exploration of electronic communication methods, digital information, uses, and trends in contemporary global organizations. Topics include Web 2.0 concepts, applications, and emerging Web 3.0 technologies, including social networking, blogs, wikis, cloud computing, multimedia, and productivity applications. Ethics, privacy, and security issues associated with present-day communication technology will be addressed. A lab fee is required for this course.

MIS 206 – Data Management for Business (3)

Prerequisite: MAT 135 or equivalent. This course focuses on skills used by a variety of productivity applications through hands-on problem-solving projects. There is a specific emphasis on spreadsheets. Projects will include financial calculations, charting, database management, and data analysis to enhance business productivity, time management, and decision-making. A lab fee is required for this course.

MIS 240 – Selected Topics (1-3)

Offered as necessary to treat specialized subject matter for small groups of students. A lab fee is required for this course.

MIS 291, 292, 293 – Independent Study (1-3, 1-3, 1-3)

Prerequisites: Instructor and Department Chair permission. This course is graded on a letter grade system.

MIS 303 – Management Information Systems (3)

This course provides an overview of information systems and how they provide value in organizations by supporting business objectives and decision-making. Topics to be covered include types of information systems, the general theory of global systems and their relationship to the overall organization, as well as global e-business, technology infrastructure, databases and information management, telecommunications, the Internet and wireless technology, security, enterprise relationships, knowledge based systems, emerging technologies, and ethical and social issues. This course is cross-listed as BUS 303. A lab fee is required for this course.

MIS 311 – Database Systems Management (3)

Prerequisite: BUS/MIS 303. This course is designed to give students a solid foundation in practical database design and implementation. The course provides in-depth coverage of database design, demonstrating that the key to successful database implementation is the design of databases that fit within a larger strategic view of the data environment. With a strong hands-on component that includes real-world examples and exercises, this course will help students develop database design skills that have valuable and meaningful application in the real world. A lab fee is required for this course.

MIS 312 – Systems Analysis and Design (3)

Prerequisite: BUS/MIS 303. This course introduces the basic concepts and techniques of systems analysis and design. Emphasis will be placed on both the technical and managerial aspects of developing information systems. The course provides the students with the skills to determine requirements for information systems solutions, model and document these requirements to inform the systems development and implementation. A lab fee is required for this course.

MIS 321 – Business Analytics (3)

Examines concepts, processes, and tools related to business intelligence and performance management; learn approaches for identifying business metrics and key performance indicators; apply data visualization techniques to develop interactive business intelligence applications that transform data into information. This course is cross-listed as BUS 321. A lab fee is required for this course.

MIS 322 – Project Management (3)

This course provides a comprehensive overview of project management and the project management life cycle. The course covers the concepts and techniques for planning and execution of projects, including project selection, developing work breakdown structure, budgeting, scheduling, risk management, resource allocation, team building, communication, project control, and other aspects that are important in successfully managing projects. A lab fee is required for this course.

MIS 323 – Web Application Development for Business (3)

This course is a study of web principles including planning, design, and production of web pages. The class includes exploration and implementation of a variety of current web technologies and web-based scripting languages. This course emphasizes the development of Web based business information systems. This course is cross-listed as BUS 323. A lab fee is required for this course.

MIS 340 – Selected Topics (1-3)

Offered as necessary to treat specialized subject matter for small groups of students. A lab fee is required for this course.

Marketing (MRK): See Business Administration section for courses and minor requirements.

Mathematics (MAT)

Initial Placement in Mathematics: Placement in initial mathematics courses for incoming freshmen is based upon a sequence of between one and three placement exams administered by the Department of Mathematics and Technology. SAT or ACT scores, High School GPA, and incoming freshmen responses to survey questions are also considered in the placement determination process.

Once a course has been completed for credit, students may not take the prerequisites of that course for credit toward graduation. Unless otherwise noted, courses are offered every semester.

Flagler College Math Lab: The Flagler College Math Lab is a service of the college and the mathematics department. The lab is available for all students, full-time and part-time, at all course levels. The Math Lab helps with the content of any mathematics course offered at Flagler College, but it is primarily a service for students taking courses at the level of MAT 223 Statistics or lower, including the Algebra, Geometry and Calculus sequence courses. Math Lab assistants are available to assist the coordinator in providing guidance in understanding mathematical concepts, completing homework assignments using web based learning environments, mathematical software packages (including StatCrunch), and mastering calculator functions on the TI-83 series of calculators.

In addition to the assistants, the Math Lab provides a resource room of videos that accompany some of the textbooks, Internet-connected computers for tutorial work, and extra texts and worksheets for additional practice. These resources may only be used in the Math Lab.

Mathematics Minor: The Mathematics minor consists of a minimum of 20 semester hours of courses at or above the 200 level, of which the following three courses (11 semester hours) are required: MAT 201, MAT 202, and MAT 223.

Secondary Mathematics Education Major: The Secondary Mathematics Education major is housed in the Department of Education. The Department of Mathematics and Technology provide all of the mathematics and technology content, in addition to SED 366, as denoted in the requirements for the major detailed under the Department of Education.

Mathematics (MAT) Course Descriptions

MAT 010 – Math Lab (1)

Prerequisite: Placement or consent of instructor. This course allows students a weekly, regularly scheduled, one-on-one meeting with faculty or student tutors in the Flagler College Math Lab. Tutors provide assistance for all mathematics courses offered at the College. Grading in this one credit course is P (Pass) or F (Fail). Students may not drop this course. Those withdrawn from it for a violation of the attendance policy will receive a WF even if the withdrawal occurs before the “last day to drop a course with a W” date listed on the academic calendar. Students may not use credit from this course to satisfy any degree, distribution, or general education requirements. Failing this course will negatively impact a student’s GPA.

MAT 113 – Intermediate Algebra with Lab (3)

Prerequisite: Two years of high school mathematics, including Algebra I, or placement. Major topics include linear equations, linear inequalities and their graphs;

polynomial expressions; operations with rational expressions; systems of linear equations; and quadratic equations. The concept of a function and modeling data with formulas/ functions will be introduced. Students will be required to attend a supplemental lab component (MAT 010) to help strengthen their skills. This course cannot be used to satisfy the general education mathematics requirement.

MAT 135 – College Algebra (3)

Prerequisite: MAT 113 or placement. Topics include characteristics of functions in general; inverse functions, linear, quadratic, rational, absolute value, exponential and logarithmic functions and equations; systems of equations and inequalities; and applications. Emphasis is placed on linking mathematical concepts to real applications using technology. A TI-83 or TI-84 graphing calculator is required.

MAT 138 – Essentials of Mathematics (3)

Prerequisite: MAT 113 or MAT 135 or placement. This course is appropriate for students who plan to concentrate in fields that require no specialized mathematics beyond the general education level. The course content includes set theory, logic, number theory, linear equations and inequalities including graphs, systems of linear equations including graphs, consumer mathematics, financial management, arithmetic and geometric sequences, and geometry.

MAT 142 – College Geometry (3)

Prerequisite: MAT 113 or MAT 135 or placement. This course is designed to provide a foundation in geometry for those students pursuing degrees in elementary education and in the arts. Topics studied include points, lines, planes, and angles; coordinates, two- and three- dimensional figures; transformations; symmetries and tessellations; similarity; and measurement.

MAT 161 – Pre-calculus (3)

Prerequisite: MAT 135 or placement. Topics include characteristics of functions in general; linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions; analytic trigonometry. Emphasis is placed on linking mathematical concepts to real applications.

MAT 201 – Calculus I (4)

Prerequisite: MAT 161 or placement. Topics include limits and continuity, the derivative, maxima and minima of functions, applications of the derivative, and introduction to integration.

MAT 202 – Calculus II (4)

Prerequisite: MAT 201 or placement. Topics include applications of the definite integral, calculus of inverse functions, techniques of integration, infinite series, and parametric and polar curves.

MAT 203 – Calculus III (4)

This course is typically offered only in the Fall semester. Prerequisite: MAT 202 Calculus II or placement. Topics include vectors and vector-valued functions, functions of several variables, partial derivatives, multiple integrals, and vector calculus.

MAT 223 – Statistics (3)

Prerequisite: MAT 113 or placement. An introduction to the fundamental concepts and methods of statistics. Topics include data organization; graphs and numerical measures; probability; binomial, normal, and sampling distributions; confidence intervals and hypothesis testing; correlation; and regression.

MAT 272 – Math Lab Peer Tutoring (1-3)

Prerequisites: Completion of General Education mathematics requirements and consent of the Math Lab Coordinator. A pass-fail course in which students may earn credit for providing tutorial services in conjunction with the Math Lab. For every one credit hour a student registers, he or she will tutor for three hours per week. Students may count a maximum of three hours toward graduation, but credits in this course do not fulfill any general education or distribution requirements. Course may be taken more than one semester.

MAT 291, 292, 293 – Independent Study (1-3, 1-3, 1-3)

Prerequisite: Department chair permission. This course is graded on a letter grade system.

MAT 312 – Modern Geometry (3)

This course is typically offered in the Spring semester only. Prerequisite: MAT 202 Calculus II. A survey course that includes selected topics in foundations of geometry, Euclidean and non-Euclidean geometry, such as Hilbert axioms and the parallel postulate. This course concentrates on preparing young math teachers to instruct geometry by reviewing basic axioms and theorems. Also, new technology will be introduced, the Geometer's Sketchpad. In addition to the prerequisite, for a student to be very comfortable in this course, a good understanding of high school geometry and college algebra is essential.

MAT 323 – Statistics II (3)

Prerequisite: MAT 223. This course is typically offered in the Spring semester only. This course is a second course in statistics that applies tools from MAT 223 to develop a variety of statistical methods that can be used to make decisions with data in the real world. This course is intended to be accessible to students without a strong mathematical background, as no concepts beyond basic algebra are required. Topics covered in this course include confidence intervals and hypothesis testing for comparing two samples, contingency tables and chi-square tests, analysis of variance (both one-way and two-way), simple and multiple linear regression methods with emphasis on inference, and nonparametric statistical methods with applications.

MAT 335 – Number Theory (3)

This course is typically offered in the Fall semester only. Prerequisite: MAT 202 Calculus II. This course is an introduction to number theory. Topics to be covered include divisibility, Euclidean Algorithm, prime numbers, congruence, quadratic residues and reciprocity, and Diophantine equations.

MAT 340 – Selected Topics (3-4)

Prerequisite: Permission. Offered as necessary to treat specialized subject matter for small groups of students.

MAT 361 – Linear Algebra (3)

This course is typically offered in the Spring semester only. Prerequisite: MAT 202. Linear equations, matrices and determinants, rank and inverse; vector spaces and linear transformations; inner products, orthogonality, eigenvalues, eigenvectors.

MAT 368 – Discrete Mathematics (3)

This course is typically offered in the Fall semester only. Prerequisite: MAT 202 Calculus II. A survey course that covers topics in discrete mathematics including logic, sets, functions; algorithms; mathematical reasoning and induction; counting principles; permutations and combinations; discrete probability; advanced counting techniques and inclusion-exclusion; trees, and graph theory.

MAT 371 – Differential Equations (3)

This course is typically offered in the Spring semester only. Prerequisites: MAT 202 Calculus II and MAT 361 Linear Algebra, or placement. Introductory course in the methods of solving ordinary differential equations. Topics include first order equations, higher order linear equations with constant coefficients, Laplace transforms, systems of equations, power series solutions, numerical methods and applications.

MAT 381WI – History of Mathematics (3)

This course is typically offered in the Spring semester only. Prerequisite: MAT 201 Calculus I. A study of the history of mathematics. Explores major themes - calculation, number, geometry, algebra, infinity - and their historical development in civilizations ranging from classical Greece, the Middle and Far East and then through modern Europe. Emphasizes presentations and discussions. Students will complete research papers on important developments in mathematics and their historical influences. Students will gain experience in professional speaking through formal presentations.

MAT 391-392 – Independent Study (1-3, 1-3)

Prerequisite: Department chair permission. This course is graded on a letter grade system.

MAT 440 – Selected Topics (3-4)

Prerequisite: Permission. Offered as necessary to treat specialized subject matter for small groups of students.

Music (MUS) Course Descriptions

MUS 101 – Music Appreciation (3)

An introductory course designed to develop perceptual listening skills and to disclose the extent of man's existential involvement in music and music-making.

MUS 277 – Flagler Chamber Choir (1)

Students participating in the Flagler Chamber Choir will receive one credit hour per semester for a maximum of eight semesters hours of credit. The course is open to all students.

MUS 440 – Selected Topics (1-3)

Prerequisite: MUS 101. Offered as necessary to treat specialized subject matter for small groups of students.

Natural Sciences* (NAS)

The Natural Sciences Department offers a Coastal Environmental Science major and an Environmental Science minor, as well as a minor in Biology. Courses used to satisfy the major cannot also be used to satisfy minor requirements. The field of Environmental Science is interdisciplinary and therefore requires scientific understanding in the life, earth, and physical sciences as well as math and technology. A recommended Bachelor's degree program will combine the Coastal Environmental Science major with a complementary minor or coursework in such fields as Biology, Law, Business, Public History, Education, Communication, Math, or others.

Coastal Environmental Science Major: The Coastal Environmental Science major at Flagler College provides students with a strong knowledge base for understanding diverse environmental issues as well as the opportunity to engage in undergraduate research that is focused on coastal issues. Students pursuing this major are therefore required to leave the classroom behind and immerse themselves in "living laboratories" located all around the St. Augustine area. The Coastal Environmental Science major was designed from the 100-level courses to the senior capstone courses to have a firm grounding in undergraduate research. Flagler College can offer this innovative student opportunity due to its unique coastal position in Northeast Florida of being surrounded by a wealth of coastal and marine ecosystems. This proximity allows the Coastal Environmental Science major to take full advantage of its location as an ideal setting to offer undergraduate coastal research opportunities that are usually reserved for graduate studies. Every student in this program is given the opportunity to conduct authentic scientific research by designing, collecting, analyzing, interpreting, and presenting their coastal research findings to the Flagler College and larger local community. The Coastal Environmental Science major therefore prepares students for science research careers as well as careers related to sustainable business, environmental law, project management and planning, environmental consulting, education, communication, and service to the community.

The major requires a total of 57 credit hours from the following five categories: **Natural World, Diversity of Life, Environmental Issues, Scientific Communication, and Coastal Field Research.**

Required Courses:

| | |
|---------|----------------------------------|
| MIS 206 | Data Management for Business (3) |
| MAT 201 | Calculus I (4) |
| MAT 223 | Statistics (3) |
| NAS 107 | Environmental Science (3) |
| NAS 111 | Biology I (4) |
| NAS 151 | Environmental Chemistry I (4) |
| NAS 203 | Marine Biology (3) |
| NAS 214 | Principles of Ecology (3) |
| NAS 225 | Science Communication (3) |
| NAS 236 | Environmental Physics (3) |
| NAS 243 | Physical Geography (3) |
| NAS 245 | Oceanography (3) |
| NAS 248 | Aquatic Chemistry (3) |
| NAS 331 | Evolutionary Biology (3) |
| NAS 352 | Global Climate change (3) |
| NAS 355 | Coastal Processes (3) |

Also choose 1 course from the following 2 Methods courses:

| | |
|---------|---------------------|
| NAS 300 | Science Methods (3) |
| NAS 310 | Field Methods (4) |

Also choose 1 course from the following 3 Capstone courses:

| | |
|---------|--|
| NAS 401 | Marine Field Research (4) |
| NAS 405 | Biodiversity and Conservation Field Research (4) |
| NAS 410 | Coastal Field Research (4) |

Students currently at Flagler College who wish to change their major to Coastal Environmental Science (CES), must first complete the following general education courses with a grade of C or above:

- A. MAT 135 or MAT 161 or MAT 201
- B. MAT 223 Statistics
- C. One CES majors course (NAS 107 or NAS 111 or NAS 151 or NAS 245)

Environmental Science Minor: The Environmental Science minor is designed to familiarize students with the natural world by providing a sound foundation of knowledge concerning our planet, diverse Floridian and global ecosystems, natural processes, and ecological sustainability. This program provides a science based route for civic engagement,

problem solving, group cooperation, and personal growth. The addition of this minor to any major course of study will provide a unique opportunity for Flagler College students to engage with their community and their peers in undergraduate research. Students who pursue a minor in Environmental Science must take a minimum of 16 NAS credits.

3 Required Courses:

NAS 107 Environmental Science

NAS 111 Biology I (OR NAS 104 Life Science for EDUCATION MAJORS ONLY)

NAS 401 OR NAS 405 OR NAS 410 Field Research Capstone

Additionally, a student must complete a minimum of six credits in natural science electives which may include: NAS 105, NAS 109, NAS 151, NAS 203, NAS 205, NAS 211, NAS 214, NAS 225, NAS 236, NAS 240 (3 credit minimum), NAS 243, NAS 245, NAS 248, NAS 300, NAS 310, NAS 331, NAS 340 (3 credit minimum), NAS 352, NAS 355, NAS 391, NAS 392, NAS 491, NAS 492, a second capstone: NAS 401, 405, 440.

Biology Minor: The Biology Minor provides students with a deeper understanding of the living world around them as well as the workings of their own cells. Biology Lab and Field courses are both required so that students develop a wide range of laboratory and practical skill sets. The Lab Sciences courses represent the most common requirements for entrance to medical school or graduate school in a health field or biological program. Students are encouraged to pursue Research Assistant, Independent Study, and Volunteer opportunities with Flagler Biologists to obtain further research experience. Faculty have many ongoing research projects that utilize our pristine coastal location. Students are invited to participate in undergraduate research as soon as they arrive on campus.

Biology Minor (6 courses, 21-24 credits)

Required Courses (2 courses, 7-8 credits)

Pre-requisite: NAS 111 Introduction to Biological Science (4) with grade of C or above.

Math Requirement: MAT 323 Advanced Statistics (3) OR MAT 201 Calculus I (4) OR MAT 202 Calculus II (4) * See note 1 below.

Elective (2 courses from the following 2 categories, 14-16 credits)

Lab Sciences (Choose at least 2 courses from this category)

NAS 211 Biotechnology (4)

NAS 151 Environmental Chemistry I (4) OR

NAS 136 Environmental Physics I (3) *See note 2 below

NAS 311 Genetics (4)

NAS 322 Microbiology (4)

NAS 240 or 340 Lab Biology Selected Topic (4); (fulfills Biology Minor requirement by Chair's permission only)

Field Sciences (Choose at least 2 courses from this category)

NAS 314 Animal Behavior (4)

NAS 361 Coastal Zoology (4)

NAS 351 Comparative Physiology (4)

NAS 203 Marine Biology (3)

NAS 240 or 340 Field Biology Selected Topic (4); fulfills Biology Minor requirement by Chair's permission only)

Notes:

All coursework within the Biology Minor MUST BE additional and non-redundant for Coastal Environmental Science (CES) Majors and Environmental Science (ES) Minors. Therefore:

1. CES Majors cannot use Calculus I to fulfill the Math requirement.
2. CES Majors cannot use NAS 151, NAS 136, or NAS 203 to fulfill Biology Minor requirements.
3. Students pursuing a Minor in both ES and Biology must choose 4 courses within the Lab and Field science categories above that are non-redundant to their ES elective choices.

General education requirements: Natural Science courses that satisfy general education requirements all contain a hands-on laboratory component which utilizes the scientific method. The approved general education courses in Science that satisfy general education requirement IV. Ways of Knowing, category B. Natural Scientific Inquiry include:

Choose 1 course from below

NAS 104 Life Science

NAS 105 Earth Science

NAS 107 Environmental Science

NAS 109 Environmental Factors in the Rise and Fall of Civilizations

NAS 111 Biology I

NAS 151 Environmental Chemistry

*Any Science transfer course MUST contain a documented hands-on laboratory component to be eligible for general education credits.

Natural Sciences (NAS) Course Descriptions**NAS 104 – Life Science (3)**

Prerequisite: MAT 113 or placement. This non-science major, course presents a survey of the fundamental principles of biology, with emphasis on the application of these concepts to relevant personal, social, and environmental issues. Lectures, discussions, laboratories, and demonstrations will be used to facilitate a basic understanding of the life sciences. This course satisfies the General Education IV. Ways of Knowing, category b. Natural Scientific Inquiry requirement. A lab fee is required for this course.

NAS 105 – Earth Science (3)

Prerequisite: MAT 113 or placement. An analysis of the basic geological processes at work on and within the earth and a review of the impact of human activities at the earth's surface. The course is designed to permit students time for investigation and analysis by providing one "hands on" laboratory period each week along with two hours of lecture. This course satisfies the General Education IV. Ways of Knowing, category b. Natural Scientific Inquiry requirement. A lab fee is required for this course.

NAS 107 – Environmental Science (3)

Prerequisite: MAT 113 or placement. Environmental Science introduces students to environmental topics including: ecosystems and biodiversity; human population growth; land utilization; water quality, use and management; energy cycles and energy consumption and alternatives; sustainability; and climate change. The course is designed to permit students time for in-depth investigation and analysis by providing one laboratory period each week along with two hours of lecture. This course satisfies the General Education IV. Ways of Knowing, category b. Natural Scientific Inquiry requirement. A lab fee is required for this course.

NAS 109 – Environmental Factors in the Rise and Fall of Civilizations (3)

Prerequisite: MAT 113 or placement. This course explores the effects of climate variability and other environmental phenomena on the development, migration, and decline of pre-industrial societies with examples drawn from prehistoric to colonial-era groups. Students will explore the environmental context in which these past societies existed, wherein they will learn about scientific methods used to interpret past environmental conditions (e.g., isotope studies, tree rings, ice cores) as well as the major drivers involved in specific events (e.g., solar forcing, volcanism, changes in oceanic circulation). Laboratory activities include combining exploration of field and analytical methods with analysis of online databases to explore historical and modern trends in rainfall and temperature. This course satisfies the General Education IV. Ways of Knowing, category b. Natural Scientific Inquiry requirement. A lab fee is required for this course.

NAS 111 – Introduction to Biological Science (4)

Prerequisite: MAT 135 or placement. This general biology course introduces fundamental topics that concern all life forms from single-celled organisms to humans. Discussions include the nature of science and the scientific method, cell theory, gene expression, evolution, biotechnology, and Mendelian human genetics. Lectures and laboratories further these discussions. This course satisfies the General Education IV. Ways of Knowing, category b. Natural Scientific Inquiry requirement. A lab fee is required for this course.

NAS 151 – Environmental Chemistry I (4)

Prerequisite: MAT 135 or placement. This course provides a quantitative introduction to fundamental chemistry concepts that underlie critical environmental

issues. These concepts include atomic structure, bonding, molecular structure, and basic thermodynamics. These concepts are directly linked to environmental processes through examples and case studies of current topics. The laboratory also covers basic analytical chemistry techniques while reinforcing concepts learned in lecture. This course satisfies the General Education IV. Ways of Knowing, category b. Natural Scientific Inquiry requirement. A lab fee is required for this course.

NAS 203 – Marine Biology (3)

Prerequisite: NAS 104 or NAS 111. This course will focus on the biology of the diverse marine environment. Emphasis will be on tropical marine ecosystems such as coral reefs, sea grass beds, mangroves, and the newly explored deep sea habitats. Course and lab time will also be devoted to the conservation of the inhabitants and diverse ecosystems that include the symbiotic relationships and food webs that support these species-rich natural communities. A lab fee is required for this course.

NAS 203 – Marine Biology Field Extension (1)

Prerequisite: NAS 104 or NAS 111 and Instructor permission. Prerequisite or co-requisite: NAS 203 (3 credits). This 1-credit Summer A field extension provides a more intensive lab and/or field experience to study the local or abroad aquatic environment. The local St. Augustine coastal environment provides a great opportunity for students to further their knowledge of dolphins, sea turtles, oyster reefs, and fish biodiversity. Nearby Bahamas, Florida Keys, and the Island of Bermuda have all provided coral reef locations for this course to utilize snorkeling and/or scuba diving to collect data. A lab fee is required for this course.

NAS 205 – Physical Anthropology (3)

Prerequisite: NAS 104 or NAS 111. Physical anthropology studies humans as biological organisms (members of the Primate Order). This course provides an overview of the three major divisions of physical anthropology: anatomical and behavioral characteristics of living nonhuman primates; the fossil evidence for human evolution, including discussion of the origins of culture as a major adaptive characteristic of humankind; and examination of human variability today, including a discussion of race. This course is cross-listed as ANT 205.

NAS 211 – Introduction to Biotechnology (4)

Prerequisite: NAS 104 or NAS 111. A laboratory skills course in molecular biology techniques that provides students with hands-on experience with DNA fingerprinting and other forensic tools, PCR, gene cloning, and protein profiles. This course also introduces students to multiple aspects of good laboratory practices and procedures that are essential for employment in any laboratory setting. A lab fee is required for this course.

NAS 214 – Principles of Ecology (3)

Prerequisites: NAS 111 or NAS 104, and MAT 223. This course introduces the student to Ecological Science, which is at its core the study of relationships between living organisms. It is



Flagler College students enjoy class outside in the Plaza de la Constitución, located in the heart of downtown St. Augustine.

a field broad in its nature, encompassing how individual organisms interact with everything from their abiotic environment to their social interactions with members of their own and other species. These relationships, both cooperative and competitive, have a cumulative impact on the global network of life. It is therefore one of the most interdisciplinary of the scientific fields while being one of the most relevant to the environmental challenges we face. This course provides the student with the foundation needed to make connections in scientific understanding that will both inform and prepare the student to critically evaluate environmental issues. A lab fee is required for this course.

NAS 221 – Introduction to Human Nutrition (3)

A review of the unique nutritional needs of individuals of various ages using a lifecycle approach. The major emphasis for each age group will be how food choices and eating habits affect growth and development, health (both acute and chronic disease), fitness, and performance. This course satisfies a Liberal Arts elective for the Hospitality and Tourism Management Major.

NAS 225 – Science Communication (3)

Prerequisites: NAS 107, MAT 223, MIS 206. Communicating scientific information is an essential step in the scientific process. Scientists must strive to communicate their ideas with each other, as well as across academic disciplines. This course will build a wide variety of scientific communication skills, including reading and evaluating journal articles, developing effective oral, written and visual presentations of scientific information, and interpreting scientific information. A lab fee is required for this course.

NAS 236 – Environmental Physics (3)

Prerequisite: MAT 135. This course provides a critical foundation for understanding and appreciating the principles of physics and their application to the natural environment. Students gain insight and understanding of concepts such as forces and Newton's Laws, fluid dynamics, thermodynamics, gas laws, the behavior of waves, the behavior of light, electricity and magnetism, radioactivity, and nuclear energy. These concepts are highlighted with particular attention to how these concepts relate to both terrestrial and aquatic environments. A working knowledge of using algebra to solve equations and problems is required. The class structure consists primarily of lectures, laboratory experiments, and demonstrations. Weekly laboratory work and some field trips can be expected. A lab fee is required for this course.

NAS 240 – Selected Topics (1-6)

Prerequisite: Permission of NAS chair. The content of this course changes each semester to offer specialized subject matter that is not covered in listed courses. Therefore this course may be repeated in subsequent semesters.

NAS 243 – Physical Geography (3)

Prerequisites: NAS 245, MAT 135, MIS 206. This course focuses on the relationships between the atmosphere, hydrosphere, and lithosphere that are responsible for the

diversity and distribution of landforms, climates, and ecosystems from the poles to the equator. The laboratory will focus on essential skills for map-reading, map-making, and interpreting spatial data, including an introduction to GPS and GIS. A lab fee is required for this course.

NAS 245 – Introductory Oceanography (3)

Prerequisite: MAT 113 or placement. This course offers an introduction to the subject of oceanography. Oceanography by nature is an interdisciplinary science that includes the physical, geological, chemical, and biological processes that operate in the oceans. These four areas are integrative in controlling marine ecosystems. This course will cover topics such as the origins and structure of planet Earth and its oceans, plate tectonics, seafloor features, chemistry of seawater, salinity, physics of the ocean and atmosphere, general ocean circulation, waves, tides, microscopic ocean life, primary production and nutrient cycles, plankton and nekton, near shore and estuarine communities, ocean regulation of past and present climate, and environmental issues our oceans face such as climate change and ocean acidification. This physical science course is appropriate for those seeking an elective to satisfy their environmental science minor or for those wishing to gain a better understanding and appreciation for ocean processes. A lab fee is required for this course.

NAS 248 – Aquatic Chemistry (3)

Prerequisite: NAS 107, NAS 151. This course builds upon the introductory topics that were introduced in Environmental Chemistry by emphasizing several key chemistry concepts and how they apply to aquatic environments. These concepts include gas laws, kinetics, equilibrium, and redox reactions. The course focuses on how these concepts are directly linked to environmental processes through examples and case studies of current topics.

NAS 272 – Natural Sciences Peer-Tutoring (1-3)

Prerequisite: One NAS course at the 100-level which includes a laboratory component (NAS 104, 105, 107, 109, 111, 151) AND NAS Chair permission. This is a pass-fail course in which students may earn credit for providing tutorial services to peers. This opportunity is offered in conjunction with the Learning Resource Center. The number of credits awarded is related to the number of hours per week the student is able to dedicate to tutoring. This course may be repeated in subsequent semesters for additional credits.

NAS 300 – Science Methods (3)

Prerequisites: NAS 225, MIS 206, MAT 223. This course provides students with an overview of select methodologies and skills necessary to conduct scientific investigations – such as critiques of other investigators' choices of methodologies, field and laboratory observations and techniques, accurate data collection and an introduction to tools for data analysis. Students are immersed in the ways in which scientists pose questions (hypotheses) and how they go about determining which types of data to collect and how to collect those data in order to be able to support or refute their stated hypothesis. Students will then practice science, with emphasis on their own

implementation of the scientific endeavor. Students will enhance their understanding of conceptual approaches used for scientific investigations to prepare them for upper-level coursework such as their Capstone course. A lab fee is required for this course.

NAS 310 – Field Methods (4)

Prerequisites: NAS 225, MIS 206, MAT 223. This course provides an unparalleled opportunity to gain meaningful experience in the field, and is typically offered as a study-away, encompassing both terrestrial and marine ecosystems. This course provides students with the opportunity to learn methodologies and skills necessary to conduct experimental and monitoring fieldwork— such as field observations, data collection and analyses, and taxonomic identification of communities and species. Students are introduced to the ways in which scientists pose questions (hypotheses) and how they go about gathering the data needed to support or refute their proposed hypotheses. Students will then conduct field-based science, with emphasis on full implementation of the scientific endeavor, from choosing a research or monitoring topic all the way through the concluding analyses of data, and preparation of a scientific report and presentation. A lab fee is required for this course.

NAS 311 – Genetics (4)

Prerequisites: NAS 111 and MAT 223. The field of genetics is rich with discovery. Mapping the human genome, conducting genetic testing, and identifying new vaccines are just a few of the many ways genetics can have a powerful impact on our world. This course provides a stair-step introduction of genetics from the basic concepts to exploring more complex topics, including the Human genome, drug metabolism, and human ancestry. You will explore both what is known about genes as well as how we use genetics research to better understand basic biology. We will discuss how an individual's risk of developing a disease can be assessed based on small genetic changes in nucleotide sequence as well as on larger structural variations that affect entire regions of a chromosome. We will read papers from the scientific literature to understand how genetic analysis is influencing treatment for patients who have cancers with specific mutations. A lab fee is required for this course.

NAS 314 – Animal Behavior (4)

Pre-requisites: NAS 111 or permission of instructor. Animal Behavior is a discussion/laboratory course which focuses on understanding the evolutionary causes of behavior. The nature and process of science is emphasized as a way to understand the natural world and, in particular, animal behavior. This course is designed to provide students with an opportunity to delve into a popular scientific field that has much bearing on human behavior. It is required that students have a good foundation in basic biology prior to participating in this course so that they can benefit from the material covered to the greatest extent possible. This course enables each student the opportunity to develop and implement original scientific work to answer a question of their particular interest in the field of Animal Behavior. As such, each student will substantially utilize the scientific method and scientific discovery. Students will be required to do a significant

amount of assigned reading, both from the texts as well as additional instructor-assigned readings. Students should therefore be well-prepared to accommodate these assignments within their schedules. During class, discussion following from reading assignments and research questions will predominate. A lab fee is required for this course.

NAS 322 – Microbiology (4)

Pre-requisite: NAS 111. This course explores the characteristics and activities of microorganisms and their interactions with their surroundings. Emphasis is placed on relationships that influence man: infection, immunity, parasitism, and control. Includes laboratory activities to learn some of the major techniques and procedures used in working with bacteria. The biology of pathogenic microorganisms will be stressed, emphasizing their microscopic and molecular aspects. Students will describe, in detail, the relationship existing between the host-parasite complex during the diseased state. Students will be able to list and characterize various pathogenic bacteria and viruses. Isolation and identification techniques in microbiology will be mastered by the student in the laboratory. A lab fee is required for this course.

NAS 331 – Evolutionary Biology (3)

Prerequisites: NAS 111, NAS 214, and NAS 225. Charles Darwin proposed in 1859 a radical new idea about the origins of life. Namely, that the myriad of life on this planet all came from one single common ancestor. Since that time the astounding scientific discoveries of the 20th and 21st century have cemented this new idea as the backbone of modern biology. Today's incredible medical advances in everything from hereditary diseases and organ transplants to vaccines and antibiotics rely on evolutionary theory for guidance. This course explores the foundational principles that Darwin proposed such as natural and sexual selection along with the latest 21st century discoveries that are revolutionizing life as we know it.

NAS 340 – Selected Topics (1-6)

Prerequisite: Permission of NAS chair. Offered as necessary to treat specialized subject matter for a small group of students.

NAS 351 – Comparative Physiology (4)

Prerequisites: NAS 111, MAT 223. This course is designed to demonstrate how the biological processes respond to, and are influenced by, an organism's surrounding environment. This course will investigate the cellular processes involved with day to day activities in estuarine organisms from a variety of phyla to make comparisons about how an organism responds to stimuli. The course will also investigate the evolutionary relationships of the cellular processes. A lab fee is required for this course.

NAS 352 – Global Climate Change (3)

Prerequisites: NAS 236, NAS 245, MAT 201. This course provides an interdisciplinary view of the major processes that underlie both natural and human-induced climate change. This includes reinforcing Earth science concepts as the basis of climate change, both past and

present, on a range of timescales. The object of the course is to develop a basic understanding of the physical workings of the atmosphere, ocean, and terrestrial environment and how these relate to the climate of our planet. The course provides for an in-depth analysis of the latest climate data and encourages students to develop their own opinions on climate change based on scientific data. The latter part of the course will explore specific global change issues such as but not limited to: greenhouse gas emissions, global warming and its effects on future climate and sea level, ocean acidification, changes in hydrologic and biogeochemical cycles, changes in atmospheric chemistry such as acid rain and ozone depletion, as well as the ramifications of exponential human population growth. Finally, the links between climate change and society will be explored. A lab fee is required for this course.

NAS 355 – Coastal Processes (3)

Prerequisites: NAS 243, NAS 248, MIS 206. This course will focus upon the biogeochemical and geomorphological processes that commonly occur in coastal environments. Course topics include: nutrient and organic matter dynamics, aerobic and anaerobic environments, seawater buffers and coastal erosion, sediment transport, and the formation and evolution of beaches, dunes and barrier islands. A lab fee is required for this course.

NAS 361 – Coastal Zoology (3)

Prerequisites: NAS 111 and MAT 223. This course introduces students to zoology, the study of animal life. It is a field broad in nature, and encompasses how organisms are related, behave, and survive. We will focus on coastal organisms, in congruence with the Coastal Environmental Science program at Flagler College, and our proximity to coastal ecosystems. This course provides students with a foundation for conducting zoological field research and lab investigations related to field and lecture content. A lab fee is required for this course.

NAS 391, 392, 393 – Independent Study (1-8, 1-8, 1-8)

Prerequisite: Permission from instructor and department chair. Independent studies are designed to offer students the opportunity to gain further experience within a specific field of marine research. The student works closely with Professor to determine research questions, course goals, and project conclusions. Students are encouraged to approach NAS faculty with research ideas and proposals well before the semester in which the research will take place. A lab fee is required for this course.

NAS 401 – Marine Field Research Capstone (4)

Prerequisites: NAS 104 or NAS 111, NAS 107, and another additional NAS course. This is a senior-level capstone course for the Environmental Science minor and the Coastal Environmental Science major. Students are responsible for all aspects of conducting and presenting authentic scientific research. This course will focus on the interactions between species and their environment in order to understand the influences of changing environmental conditions. Emphasis will be placed on understanding primary scientific articles for guidance with student-chosen methodologies and research questions. Students are required to present their research projects and findings to the

local community in both oral and scientific poster formats at the end of the semester. A lab fee is required for this course.

NAS 405 – Biodiversity and Conservation Field Research Capstone (4)

Prerequisites: NAS 104 or NAS 111, NAS 107, and another additional NAS course. This is a senior-level capstone course for the Environmental Science minor and the Coastal Environmental Science major. Students will integrate ecological principles with information they have learned in other coursework into a multidisciplinary course designed to challenge students in the science-based application of ecological principles. Current research in conservation ecology and management will be considered and applied to real-world scenarios for conserving biodiversity, both in terrestrial and aquatic ecosystems. Focus areas will include biodiversity protection, adaptive management, natural areas design, sustainable ecosystem management and restoration, landscape conservation, and conservation and population genetics. Laboratory coursework is designed to observe and critically evaluate regional conservation efforts. Student research is a major element of this coursework. A lab fee is required for this course.

NAS 410 – Coastal Field Research Capstone (4)

Prerequisites: NAS 104 or NAS 111, NAS 107, and another additional NAS course. This is a senior-level capstone course for the Environmental Science minor and the Coastal Environmental Science major. Topic focus will vary depending on the professor's area of expertise. Students are responsible for all aspects of conducting and presenting authentic scientific research to the local community. A lab fee is required for this course.

NAS 477, 478, 479 – Science Research Assistantship (1-4)

Prerequisite: Permission of instructor and NAS major or minor standing. This course provides an opportunity for students to undertake authentic, original scientific research under the direct supervision of, and in collaboration with, an NAS department faculty member(s) who is currently pursuing an active research agenda. The objective of this course is to provide the student with hands-on laboratory and/or fieldwork training to develop skills necessary for scientific inquiry. Student activities may include the development of research questions and methodologies, collection of data, analysis of data, manuscript preparation, presentations at conferences, and other activities directly related to the chosen faculty member's scholarly research. The number of credits awarded will be determined by the faculty mentor. During a 12 week research term, students should plan to spend a minimum of 2 hours per week for each credit pursuing hands-on research activities. Additional hours outside of lab and fieldwork are also required each week. This course may be repeated up to a maximum of 12 credits towards graduation. This course does not satisfy any major requirements, may be taken as an elective choice (4 credits maximum) towards the Environmental Science minor with NAS chair permission. A lab fee is required for this course.

NAS 481, 482, 483 – Science Internships (1-12)

Prerequisite: Permission of chair and a minimum 2.5 cumulative GPA, CES major or ES minor with 60 college credit hours. This opportunity offers students practical work experience within the Natural Sciences discipline. Students are encouraged to seek out internship opportunities in areas that align with the student's career goals. The number of credits awarded is dependent on how many hours of work per week the student is able to dedicate solely to the internship requirements. Students will complete a minimum of 40 hours per credit hour at a site, usually during a 12-week period (240 hours = 20 hours per week for 12 weeks). The Science Internship may be repeated up to a maximum of 12 credit hours towards graduation. This course does not satisfy any requirements for the CES major; may be counted as an elective course (4 credits maximum) towards the ES minor with chair permission. This course is graded on a Pass/Fail system.

NAS 491, 492, 493 – Independent Study (1-8, 1-8, 1-8)

Prerequisite: Permission from instructor and department chair. Independent studies are designed to offer students the opportunity to gain further experience within a specific field of marine research. The student works closely with Professor to determine research questions, course goals, and project conclusions. Students are encouraged to approach NAS faculty with research ideas and proposals well before the semester in which the research will take place. A lab fee is required for this course.

Philosophy and Religion * (PHI/REL)

The Philosophy and Religion major affords students an opportunity to inquire into, clarify, and, most importantly, think about fundamental human values and problems. By providing a range of courses that covers both traditional and modern aspects of philosophical and religious thought, the major gives the student a firm grounding in the literature of each area. A particular strength of the program is that it offers the student a broad background without sacrificing in-depth experience or specialized expertise.

A philosophy and religion program gives students a unique preparation for a variety of life situations, e.g., law, administration, business careers, the para-professions, communications, and human services. In addition, it provides a good background for a number of church-related vocations, including counseling, youth ministry, and Christian education, to mention a few.

Philosophy and Religion Major: The Philosophy and Religion major will take a minimum of 36 semester hours in philosophy or religion courses, opting for one of the following:

1. concentration in Religion; at least 24 of the 36 semester hours in religion, including REL 470, to be taken in the senior year;
2. concentration in Philosophy; at least 24 of the 36 semester hours in philosophy, including PHI 470 to be taken in the senior year; or



The main Flagler College campus is the former Hotel Ponce de Leon, a grand resort built in 1888 with an intricate complex of four buildings representing a melange of historical and distinctive architectural styles.

3. equal concentration in Philosophy and Religion, including either REL 470 or PHI 470.

The following courses are required of all Philosophy and Religion majors:

Required Courses

| | |
|-------------|------------------------------|
| PHI/REL 317 | Philosophy of Religion |
| REL 111 | World Religions |
| PHI 103 | Introduction to Philosophy I |

Choose one course from below

| | |
|---------|----------------------------|
| PHI 208 | Ethics |
| PHI 223 | Logic I: Critical Thinking |

Choose one course from below

| | |
|---------|-----------------------------------|
| REL 101 | Introduction to the Old Testament |
| REL 102 | Introduction to the New Testament |

Concentration in Religion

Students must take at least 24 of the 36 semester hours in religion, including REL 470 (to be taken in the senior year). 18 credits must be from upper level courses, with at least nine hours at the 400 level.

Concentration in Philosophy

Students must take at least 24 of the 36 semester hours in philosophy. The following courses are required:

- PHI 208 – Ethics
- PHI 223 – Logic

PHI 331 (Ancient) or PHI 333 (Modern)

PHI 410 (Metaphysics) or PHI 411 (Epistemology)

PHI 470 (Senior Seminar) or equivalent designated by the Department Chair

Philosophy Minor: Students minoring in philosophy must take 12 hours of philosophy courses, including PHI 103, PHI 208, and PHI 223, and at least three semester hours of credit of philosophy courses at the 300 or 400 level.

Religion Minor: Students minoring in religion must take 18 hours of religion courses, including REL 101 or REL 102 and REL 111, and at least nine semester hours of credit in religion courses above the 200 level, including three hours at the 400 level. Note: REL 212 and REL 317 are recommended.

Philosophy (PHI) Course Descriptions

PHI 103WI – Introduction to Philosophy I (3)

An introduction to the problems, methods, and aims of philosophic thinking from its beginnings in ancient Greece down to the Middle Ages. This course is designed to give students a general understanding of the Western philosophic tradition through a focus on significant figures within that tradition.

PHI 208WI – Ethics (3)

A survey of the major philosophical theories of moral conduct, thought, and choice. We begin with the consideration of a traditional model of ethical thought, move on to a general appraisal of a spectrum of ethical theories, and conclude with an inquiry of concrete moral problems of our own day and age. This course is highly recommended for students enrolled in the Law Program.

PHI 223 – Logic I: Critical Thinking (3)

An introduction to the relationship of language and logic, with an equal emphasis on both informal and formal logic. We will be involved in the identification, construction, evaluation of arguments, with an eye to the practical application of logical techniques in our thinking, research, and writing. This course is highly recommended for students enrolled in the Law Program.

PHI 240 – Selected Topics (1-6)

Offered when needed.

PHI 312 – Aesthetics (3)

Aesthetics, or the philosophy of art, is the rational investigation of both the creation and appreciation of the work of art. Topics include aesthetic judgment, aesthetic values, art and morality, cognition of the literary work, art and society, as well as a critical examination of a number of traditional aesthetic theories.

PHI 317 – Philosophy of Religion (3)

A survey course that examines religious experience, values, and claims to knowledge. Some of the main topics discussed are: proof of the existence of God; the nature of

religious knowledge and belief; mysticism; the relations between religion and morality; the language of religion; and the relation between man and God. This course is cross-listed as REL 317.

PHI 324 – Logic II: Symbolic Logic (3)

Prerequisite: PHI 223. An introduction to the artificial language or symbols used by philosophers to express arguments without the imprecision of normal language. Of special interest in this course are the distinctions between deductive and inductive arguments and an exploration of probability theory. This course is highly recommended for students enrolled in the Law Program.

PHI 331 – History of Ancient Philosophy (3)

A survey of philosophical figures and movements in the Ancient World, from the Pre-Socratics to the Romans, with a special focus on Plato and Aristotle.

PHI 333 – History of Modern Philosophy (3)

Critical evaluation of the thought of major figures in early modern philosophy, such as Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant; emphasis on metaphysics and epistemology.

PHI 335 – Women in Philosophy (3)

This course investigates philosophy both by and about women. About half of the work in this course is on feminist philosophy; about half is an in-depth exploration of the work of selected philosophers.

PHI 340 – Selected Topics in Philosophy (1-6)

Selected Topics offers students opportunities for study in areas of philosophy that are outside those offered in the catalog but that require no prerequisites and are more conducive to cross-listing with courses outside the major.

PHI 350 – The Philosophy of Science (3)

This course is an introduction to one of the newest branches of philosophic inquiry—the study of scientific thinking. Given the impact that modern science has had on all aspects of intellectual activity, it is important to investigate what can and cannot be known through the scientific method. Furthermore, it is important to understand the process of scientific thinking and the values that sustain the scientific community.

PHI 353 – Philosophy of Psychology

This course studies the major theories of mind and explanatory models that are currently at the center of debates about how we should understand our cognitive capacities. It examines the history of psychology as a science and its emergence from philosophy in the 19th century. It will investigate theories of consciousness from both science and philosophy.

PHI 355 – Philosophy of Language

The 20th century marked “the linguistic turn” in philosophy and gave rise to philosophical schools devoted to the analysis of meaning and reference and of ordinary discourse. This class provides an introduction to philosophy of language by examining a number of topics, including speech act theory and intention-based accounts of meaning, Frege’s distinction between sense and reference, Russell’s theory of descriptions, descriptive and causal theories of reference, and the normativity of meaning. We will investigate the origin of language in our evolutionary past, the nature of metaphor, and the relation of language to thought.

PHI 360 – Philosophy Through TV and Film (3)

An introduction to the history of philosophy and contemporary philosophical issues as portrayed in television and film.

PHI 362 – Philosophy of Video Games (3)

This class will utilize video games to help students think about philosophy. It will then use philosophy to help us think about video games. The class will consider questions such as: What is a video game? Can video games be art? What is the nature of narrative in video games? What is the nature of the player-character? What are the ethical implications of video games? Students will learn the basics of some philosophical methods and theories to apply to them to video games.

PHI 365 – Existentialism (3)

A careful reading of the major works of Soren Kierkegaard and Friedrich Nietzsche – the 19th century founders of this intriguing philosophical movement. Additionally, selections from the writings of prominent 20th century existentialist thinkers – Sartre, Camus and Heidegger – will be studied.

PHI 375 – Taoism

This class will pursue an understanding of both the theoretical and the experiential dimensions of the Chinese philosophy of Taoism. Taoism teaches that all of reality is governed by the Tao (or Way), which is a continuous balancing of light (yang) and dark (yin) forces. Accordingly, one class period each week will be devoted to understanding the two most fundamental texts in the Taoist canon (the Tao Te Ching and the Chuang Tzu). The other class period will be spent learning and engaging in Taoist meditative and energetic practices.

PHI 410 – Metaphysics (3)

This course focuses on the study of basic metaphysical issues concerning existence, the mind-body problem, personal identity, and causation plus its implications for freedom. The course explores classical as well as contemporary readings.

PHI 411 – Epistemology (3)

This course deals with some of the most vexed, yet important, questions in philosophy: the nature of truth; the problems of knowledge and belief; the problem of cognition; language and meaning. Highly recommended for both majors and minors in Philosophy and Religion.

PHI 440 – Selected Topics (1-6)

Selected Topics offer students opportunities for study of areas in philosophy outside those offered in the Catalog. Some topics are Ancient Philosophy, Feminism and Masculism, Philosophy of Language, Metaphysics, and others.

PHI 450 – Contemporary Philosophy (3)

A close study of the major philosophical trends prevalent at the turn of the millennium: deconstruction, analytic philosophy, and phenomenology. Students will read major representative works from each area with an eye both to the development of the philosophical tradition as well as the application of each method to contemporary problems.

PHI 470 – Senior Seminar (3)

Prerequisite: Senior standing. A capstone course enabling the student to utilize and expand his/her philosophical expertise by intensive study of a specific branch, movement, thinker, or problem in philosophy. The objective: a substantive paper reflecting careful research, rational deliberation and in-depth dialogue with the instructor. This paper will remain a part of a permanent file of all majors concentrating in philosophy. Required for all majors concentrating in philosophy, recommended for others in the major and minors with strong interests in philosophy. Offered in the spring semester only.

PHI 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and other research activities. This course is graded on a Pass/Fail system.

PHI 481, 482, 483– Philosophy Internship (1-6, 1-6, 1-6)

The internship may be combined with any major, including Philosophy and Religion. A 400 level Philosophy Internship cannot substitute for any of the three 400 level courses required for the Philosophy and Religion major or for the one 400 level course required for the philosophy minor. This course is graded on a Pass/Fail system.

PHI 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Religion (REL) Course Descriptions**REL 101 – Introduction to the Old Testament (3)**

A survey course which includes study of the contents and theology of the Old Testament, set in the context of its historical, geographical, and cultural context. Critical literary problems are assessed.

REL 102 – Introduction to the New Testament (3)

A survey of the New Testament materials in their historical, geographical, and cultural context. Consideration will be given to some of the literary problems of the

New Testament, the life and thought of significant New Testament figures, and early Christian belief, theology, and practice.

REL 111 – World Religions (3)

An introductory course that surveys the major religions of the world: Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.

REL 212WI – History of Christianity (3)

A survey course tracing the development of the Christian tradition from its inception in the New Testament period to the present with a stress on significant characters, movements, and theological developments. See HIS 212.

REL 228WI – Hinduism and India (3)

This course will examine prominent religions and the politics of Hinduism and India. We will be concerned with the culture, religion, and political situations of India for the most part. Students should come to understand how interwoven the tapestry of religion, politics, and culture is in this area. Hinduism and the latter politics of India are of primary importance and the focus of this course – Buddhism and Islam as constituent elements of India's history receive fuller attention in other courses. This course is cross listed with POS 228WI.

REL 240 – Selected Topics (1-6)

Offered when needed.

REL 301 – Pauline Literature (3)

The relevant sections of the Book of Acts are consulted for an account of the life and ministry of Paul. Paul's letters are studied in order to gain insights into the primitive Christian churches and Paul's practical instructions to them. Particular attention is given to the various cultural influences that impacted Paul and his unique theological perspectives.

REL 312 – A Study of the Four Gospels (3)

A historical-critical study of the four gospels, which includes a consideration of some of the literary problems surrounding the gospels, a comparison of the gospels, and a study of the contents, themes, theology, and unique aspects of each gospel in order to form a composite picture of the person and work of Jesus.

REL 317 – Philosophy of Religion (3)

A survey course that examines religious experience, values, and claims to knowledge. Some of the main topics discussed are: proof of the existence of God; the nature of religious knowledge and belief; mysticism; the relations between religion and morality; the language of religion; and the relation between man and God. This course is cross-listed as PHI 317.

REL 325WI – Islam and Politics (3)

What is Islam? What do people who call themselves Muslims believe, and what is the particular dynamic of their ethics and politics at this moment in time? These questions and others will be addressed in this course, which in the first half will give an overview and introduction to Islam itself, as well as an opportunity to read the Koran, and respond

to some critical questions regarding the Muslim faith. In the second half of the course, important Islamic countries such as Saudi Arabia, Egypt, the Palestinians, Iran, Iraq, Afghanistan and Pakistan will be examined. This course is cross listed with POS 325.

REL 333 – Star Wars, Tolkien, and Religion (3)

This course is interested in popular themes of science fiction, and fantasy of George Lucas and J.R.R Tolkien, as well as the works of writers such as C.S. Lewis, Sagan, Clarke, and Asimov. The primary questions to be asked are three-fold: 1) To what extent is traditional religion and myth and morality woven into the fabric of these works? 2) Are religious myths or morality plays a reason for their popularity? 3) Do their religious or mythic idea challenge or run contrary to the religious myths we may grow up with? No prerequisites are necessary, a familiarity with the works in question is desirable, as well as a willingness to engage in their moral, mythic, and religious messages.

REL 335 – Religion and Film (3)

This course examines religious themes in contemporary films. Emphasis is placed on the interpretation of selected films as audio-visual texts with unique themes, images, metaphors, and sounds replete with religious significance. This course is cross-listed with FLM 335.

REL 338 – Religion and Conflict (3)

What is the relationship of religion to politics and conflict? Although religions quite often offer guidelines about peace and harmonious relations, it is a well understood fact that they have been seen to exacerbate, or possibly be a reason for many conflicts across the globe. This course will examine a number of countries in which conflict appears, apparently in the mantle of religion, and critically examine whether religion has played a role in the genesis of that conflict, whether religion was just a pretext, or indeed if religion can or should have mitigated the conflict. The United States, Yugoslavia, Israel, and India are examples where issues of religion and political conflict will be examined. This course is cross-listed as INT 338 and POS 338.

REL 340 – Selected Topics (1-6)

Selected Topics offers students opportunities for study in areas of religion that are outside those offered in the catalog. Sample courses include Islam and Politics; Introduction to Judaism, Women, Race and Religion; and Religion and Politics.

REL 377 – Study Abroad Orientation (1)

Students who intend to participate in a Study Abroad Program, with transfer credit counted towards a major in Philosophy and Religion, or a minor in religion, will be required to enroll in this course in the semester prior to departure.

REL 411 – Contemporary Theological Thought (3)

Prerequisites: REL 101 or REL 102. This course examines the writings of selected theologians of the 20th and 21st centuries within their historical, cultural, and philosophical contexts. The focus of the course is the varied responses of theologians to prominent themes and concerns of the modern and post-modern world.

REL 423 – Medieval Religion and Culture (3)

This course examines the medieval Christian worldview in the context of Western European history. Primary sources are utilized in the analysis of themes such as the Crusades, church and state conflicts, knighthood, education, orthodoxy, heresy, acculturation, economics, gender roles, sainthood, reform, faith, reason, mysticism, kingship, and cross-cultural religious encounters. Particular reference is given to selected women writers of the Middle Ages.

REL 430 – Jesus of Nazareth (3)

Prerequisites: REL 101 or REL 102. A critical inquiry into the person and mission of Jesus of Nazareth as formulated in the New Testament and articulated in Christian worship, conciliar teachings, and selected theologians.

REL 435 – Gandhi and Bin Laden (3)

Mohandas K. Gandhi and Osama bin Laden are two extremely polarized representatives of religion and the use of coercive political force. Gandhi's was a non-violent pursuit of "truth force" while Bin-Laden's has been the practice of terror through "jihad." Troublesome and important questions emerge from this comparison: which is stronger, the appeal to Gandhi's non-violent satyagraha, or the compulsion to jihad? What political contexts produced these religious movements, what gave them their popular appeal and power, and why? Nonviolence in this course will be examined in the context of Martin Luther King Jr., Abdul Ghaffer Khan, and Gandhi, and contrasted to the terror tactics of Osama bin Laden. The comparison-contrast will suggest basic questions about the nature of religion, human beings, and the pursuits of politics and morality. This course is cross-listed as POS 435.

REL 437 – Inequality and Religion (3)

What is the most just, efficient, and beneficial form of economics? Does the political-economic system of Adam Smith or that of Karl Marx match those kinds of values and systems traditionally advocated by religion? Does Christianity fit better with Capitalist, Socialist or Communist ideologies? In this course we will critically examine some of the founding figures in Capitalism (Adam Smith) or their modern defenders (Milton Friedman), versus some Communist thinkers (Karl Marx, V.I. Lenin). We will also examine some very significant thinkers in religion and political economy. We will be concerned most with democratic principles of justice, fairness, liberty, equality, and prosperity. This course is cross-listed with POS 437.

REL 440 – Selected Topics (1-6)

The courses of study in selected topic afford opportunities for specialized study of topics outside the catalog offerings. Sample topics include The Postmodern God; The Gospel according to Saint Francis; Smith, Mary and God; Gandhi and Bin Laden; and Darwin, Einstein, and Religion.

REL 470 – Senior Seminar (3)

Prerequisite: Senior standing. A capstone course enabling the student to utilize and expand his/her knowledge in religion via an intensive study and presentation of a specific topic in religious studies. A substantive paper reflecting careful research, rational deliberation and in-depth analysis and assessment of the topic will be required. In addition, the student will be expected to dialogue with the instructor and peers during scheduled meetings and by way of an in-depth presentation discussing one's findings. The paper will remain on file for all Religion majors.

REL 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and other research activities. This course is graded on a Pass/Fail system.

REL 481, 482, 483 – Religion Internship (1-6, 1-6, 1-6)

The internship may be combined with any major, including Philosophy and Religion. It generally includes practical work in the senior year in several areas such as Young Life, urban ministry, and youth ministry. Note: A 400-level Religion internship cannot substitute for any of the three 400-level courses required for the Philosophy and Religion major or for the one 400-level course required for the Religion minor. This course is graded on a Pass/Fail system.

REL 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Political Science* (POS)

Political Science Major: Total of 48 credit hours required.

Required Courses (30 hours)

| | |
|---------|--|
| POS 200 | Introduction to Political Science (3) |
| POS 203 | Introduction to Political Thought I (3) |
| POS 204 | Introduction to Political Thought II (3) |
| POS 221 | Politics in the U.S. (3) |
| POS 301 | International Relations (3) |
| POS 331 | Comparative Politics (3) |
| POS 332 | Political Science Scope and Methods (3) |
| POS 470 | Senior Seminar (3) |
| ECO 201 | Macroeconomics (3) |
| ECO 202 | Microeconomics (3) |

Students must take at least six elective hours at the 300-level and 12 elective hours at the 400-level. (18 hours)

Choose at least one course from below (American Politics/Government)

- POS 340 Selected topics in American Politics (3)
 POS 341 Constitutional Law I - American Constitutional Law: The Federal System (3)
 POS 342 Constitutional Law II - American Constitutional Law: Civil Rights and Liberties (3)
 POS 339 Congress (3)
 POS 355 American Constitutional Issues (3)
 POS 422 State and Local Government (3)
 POS 440 Selected topics in American Government (3)
 POS 481/482/483 Political Science Internship (3)
 POS 491/492/493 Independent Study – American Politics (3)

Choose at least one course from below (Political Theory)

- POS 340 Selected topics in Political Theory (3)
 POS 402 Ancient Political Thought (3)
 POS 405 Contemporary Political Thought (3)
 POS 437 Smith, Marx and God (3)
 POS 440 Selected topics in Political Theory (3)
 POS 491/492/493 Independent Study – Political Theory (3)

Choose at least one course from below (International Relations/Comparative Politics)

- POS 325 Islam and Politics (3) OR POS 228 Hinduism and India (3)
 POS 340 Selected topics – International/Comparative (3)
 POS 351 Global Environmental Politics (3)
 POS 431 Genocide (3)
 POS 432 Human Rights (3)
 POS 433 Religion and Nationalism in Europe (3)
 POS 435 Gandhi and Bin Laden (3)
 POS 438 International Political Economy (3)
 POS 439 Conflict Resolution (3)
 POS 440 Selected topics - International/Comparative (3)
 POS 491/492/493 Independent Study – International/Comparative (3)

The Political Science Program at Flagler College is dedicated to providing students with the knowledge and analytical skills necessary for them to rise to the challenges of responsible citizenship and effective leadership in both a diverse society and a global community. Through discovering and learning the concepts and theories of political science, students will be provided with the necessary tools to integrate new facts into their own worldviews; to reflect upon themselves in relationship to others; to take risks, to participate actively in political life, and to accept responsibility for their actions. Students graduating from this program will be equipped not only with the knowledge

required to live and work in an increasingly interdependent global community, but also with the skills – verbal, written and technological – that will empower them to succeed in the workplace, graduate school, and the professions.

Political Science Minor: Students minoring in Political Science must take at least 18 semester hours of credit in Political Science courses, excluding internship hours.

Political Science * (POS) Course Descriptions

POS 200WI – Introduction to Political Science (3)

This course provides students with an introduction to the study of politics and to the academic discipline of political science. Throughout this course, students will explore the fundamental nature of politics—what it is, how it works, if it works and, who it works for—as well as the exercise of political power and its implications for our everyday life.

POS 203WI – Introduction to Political Thought I (3)

A history of political ideas beginning in antiquity, including Greek tragedy, Plato and Aristotle, in addition to medieval writers, including Augustine and Thomas Aquinas.

POS 204WI – Introduction to Political Thought II (3)

A history of political ideas beginning with Machiavelli and then considers Hobbes, Locke, and Rousseau, among others. Relevance of these writers' ideas and contemporary issues will be examined.

POS 221WI – Politics in the United States (3)

An introduction to the functioning of the U.S. political system. Beginning with a survey of the cultural and constitutional contexts of U.S. politics, the course is focused on an investigation of the actual workings of the political system in an effort to determine where real power lies.

POS 228WI – Hinduism and India (3)

This course will examine prominent religions and the politics of Hinduism and India. We will be concerned with the culture, religion, and political situations of India for the most part. Students should come to understand how interwoven the tapestry of religion, politics, and culture is in this area. Hinduism and the latter politics of India is of primary importance and the focus of this course – Buddhism and Islam as constituent elements of India's history receive fuller attention in other courses. This course is cross listed with REL 228WI.

POS 301 – International Relations (3)

An examination of the principles and concepts underlying the relations of the United States with other nations of the world.

POS 325WI – Islam and Politics (3)

What is Islam? What do people who call themselves Muslims believe, and what is the particular dynamic of their ethics and politics at this moment in time? These questions and others will be addressed in this course, which in the first half will give an overview

and introduction to Islam itself, as well as an opportunity to read the Koran, and respond to some critical questions regarding the Muslim faith. In the second half of the course, important Islamic countries such as Saudi Arabia, Egypt, the Palestinians, Iran, Iraq, Afghanistan and Pakistan will be examined. This course is cross-listed with REL 325.

POS 331 – Comparative Government (3)

An introduction to comparative government; a study of the basic concepts of political science and government with emphasis on contemporary institutions in specific countries.

POS 332 – Political Science Scope and Methods (3)

Prerequisite: MAT 223. This course is designed to provide an introduction to a variety of empirical research methods used by political scientists. The primary aim of the course is to make students more sophisticated consumers of diverse empirical research and to allow them to conduct sophisticated independent work in the political science discipline.

POS 335 – Contemporary Issues in Latin America (3)

An interdisciplinary approach to analyzing major political, economic, and social issues in Latin America today. This course is cross-listed as LAS 335.

POS 337 – Latin America and the United States (3)

This course is an analysis of the events, institutions, and issues between the United States and Latin America from the 1800s to modern day. During the course, students will evaluate the changing dynamics between the United States and Latin America. The course begins with the establishment of United States hegemony and covers through the post-Cold War era of globalization. This course is cross-listed as LAS 337 and HIS 337.

POS 338 – Religion and Conflict (3)

What is the relationship of religion to politics and conflict? Although religions quite often offer guidelines about peace and harmonious relations, it is a well understood fact that they have been seen to exacerbate, or possibly be a reason for many conflicts across the globe. This course will examine a number of countries in which conflict appears, apparently in the mantle of religion, and critically examine whether religion has played a role in the genesis of that conflict, whether religion was just a pretext, or indeed if religion can or should have mitigated the conflict. The United States, Yugoslavia, Israel, and India are examples where issues of religion and political conflict will be examined. This course is cross-listed as INT 338 and REL 338.

POS 339 – The Congress (3)

This course is a comprehensive examination of one of the most powerful legislative bodies in the world, the United States Congress. Students will understand the inner workings of the House of Representatives and the Senate. An emphasis will be placed on the internal dynamics of congressional politics.

POS 340 – Selected Topics (1-6)

Prerequisite: Permission of instructor. Directed and guided program of reading and discussion concerning selected topics in political theory.

POS 341 – American Constitutional Law: The Federal System (3)

An examination of the unique role of the Supreme Court in the U.S. constitutional system, focusing on the evolution of the constitutional system as revealed in the major decisions of the Supreme Court. The course provides both an introduction to American political thought and an intensive examination of the functions of major institutions within the constitutional system. This course is cross listed with LAW 341.

POS 342 – American Constitutional Law: Civil Rights & Liberties (3)

This course will examine in some detail the role of the Supreme Court in American politics. Careful consideration is given to the place of civil rights and liberties in the U.S. constitutional system. Significant Supreme Court decisions are analyzed and synthesized. This course is cross listed with LAW 342.

POS 351 – Global Environmental Politics (3)

This course provides students with a foundational understanding of the environmental challenges facing the world today; fundamentally, the course addresses three major questions: How did we get to where we are now? Where are we now? Where are we likely to go from here? Additionally however, there is an underlying question that will permeate the course curriculum throughout—why should we care?

POS 355WI – American Constitutional Issues (3)

The primary objective of this course is for each student to develop an awareness of how ethical issues impact the courts and how the courts deal with those ethical issues. Those issues with which the judiciary deals—ranging from abortion, assisted suicide, privacy, pacifism, the environment, religion, speech, sexual harassment, discrimination, affirmative action, and capital punishment – will be explored. Legal ethics will also be examined in some detail. This course is cross-listed as LAW 355WI.

POS 402 – Ancient Political Thought (3)

This course explores in some detail important political thinkers and ideas among the ancients. The class employs an expansive definition of political thought insofar as, while some of our modern-day distinctions among fields of inquiry would be recognizable to the ancients, many of our categories of “historians,” “philosophers,” “theologians,” and “writers” would not. In essence, this course seeks wisdom wherever it is offered.

POS 405 – Contemporary Political Thought (3)

Prerequisites: POS 203 and POS 204. This course introduces students to some of the basic themes and important thinkers in contemporary political theory. The “contemporary” era will include the 20th and 21st centuries. In addition to a consideration of various theorists and developments, students will explore a number of themes central to contemporary political theory.

POS 422 – State and Local Government (3)

This course will examine the institutions of state, county, and local government. Students will learn about the public policies, the politics, and the public service opportunities in these various levels of government. The maxim that “all politics are local” will be analyzed.

POS 431 – Genocide (3)

This course studies one of the central and most distressing phenomena of history's most brutal century—genocide. Comprehension of the act of genocide is sought through studying some examples from the century just ended. We will examine their causes and consequences, and will try to understand some of the peculiar and distressing features of the phenomenon we are studying. Finally, we will raise and consider some philosophical questions about the causes of genocide and the nature of our obligations when encountering the “crime of destroying or conspiring to destroy a group of people because of their ethnic, national, racial or religious identity.”

POS 432 – Human Rights (3)

This course will explore and aim to clarify the problems associated with defining, establishing and protecting human rights. The class will study the history and development of the human rights regime including the cases and individuals who were critical actors in its evolution. The historical and contemporary context of human rights issues will be examined in depth. Students will gain insight and understanding of many varied issues related to human rights. This course is cross-listed as INT 432.

POS 433 – Religion and Nationalism in Modern Europe (3)

This course will examine the impact that religion has had upon the emergence of national identities in Europe during the modern era by utilizing several countries as “case studies.” The course will examine theories and nationalism, and case studies might include: Britain & Protestantism, Ireland & Catholicism, Germany & the Kulturkampf. This course is cross-listed as HIS 433.

POS 435 – Gandhi and Bin Laden (3)

Mohandas K. Gandhi and Osama bin Laden are two extremely polarized representatives of religion and the use coercive political force. Gandhi's was a non-violent pursuit of “truth force” while Bin-Laden's has been the practice of terror through “jihad.” Troublesome and important questions emerge from this comparison: which is stronger, the appeal to Gandhi's non-violent satyagraha, or the compulsion to jihad? What political contexts produced these religious movements, what gave them their popular appeal and power, and why? Nonviolence in this course will be examined in the context of Martin Luther King Jr., Abdul Ghaffer Khan, and Gandhi, and contrasted to the terror tactics of Osama bin Laden. The comparison-contrast will suggest basic questions about the nature of religion, human beings, and the pursuits of politics and morality. This course is cross-listed as REL 435.

POS 437 – Inequality and Religion (3)

What is the most just, efficient and beneficial form of economics? Does the political-economic system of Adam Smith or that of Karl Marx match those kinds of values and systems traditionally advocated by religion? Does Christianity fit better with Capitalist, Socialist or Communist ideologies? In this course we will critically examine some of the founding figures in Capitalism (Adam Smith) or their modern defenders (Milton



In the Proctor Library, students have use of multiple computer labs, quiet rooms, group study rooms, and technology-equipped presentation spaces.

Friedman), versus some Communist thinkers (Karl Marx, V.I. Lenin). We will also examine some very significant thinkers in religion and political economy. We will be concerned most with democratic principles of justice, fairness, liberty, equality, and prosperity. This course is cross listed with REL 437.

POS 438 – International Political Economy (3)

This course will aim to develop a fundamental understanding of the theory and structure of international political economy as well as investigate concrete issues and actors in the world. In an increasingly globalized world it is essential to understand the political and economic relationships between and amongst nations. In an effort to make sense of a complexly interconnected world where weather patterns in the global south impact commodity prices in the north or agriculture subsidies in one country hurt farmers in another far away, it is necessary to examine a variety of assumptions and theories that might explain the relationships between many varied factors. This course is cross-listed as INT 438.

POS 439 – Conflict Resolution (3)

This course will take a look at the enterprise of historical and contemporary conflict resolution. It will be examined both theoretically and empirically. While the world stage continues to change global conflicts are experiencing deep and rapid changes as well. The local is becoming global and the global local. As states and societies become more open to events outside their own borders, and images, belief systems, communications

and ideas flow across societies divided by culture and different ways of life, it is not surprising that conflicts of interest persist. Historically there have been a variety of perspectives used to explain conflict, but more recently targeted efforts have been made to develop theoretical models for testing. This course will look at these models as well as specific case studies for analysis. This course is cross-listed as INT 439.

POS 440 – Selected Topics (1-6)

Prerequisite: Permission of instructor. Directed and guided program of reading and discussion concerning selected topics in political theory.

POS 470 – Senior Seminar (3)

This class is a capstone course designed to draw together the knowledge acquired by Political Science majors, while also providing a forum for students to both explore and demonstrate the consummation of their learning experience at Flagler. This course is cross-listed as INT 470.

POS 481, 482, 483 – Political Science Internship (1-6, 1-6, 1-6)

Prerequisite: Permission of instructor; minimum 3.0 GPA. The internship may be combined with any major, including Political Science. A 400 level Political Science Internship cannot substitute for any of the 400 level courses required for the Political Science major or for any of the one 400 level course required for the Political Science minor. This course is graded on a Pass/Fail system.

POS 491, 492, 493 – Independent Study in Political Science (1-6, 1-6, 1-6)

Prerequisite: Permission of instructor; minimum 3.0 GPA. Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Portuguese (POR) Course Descriptions

POR 101 – Elementary Portuguese I (4)

This is the first semester of Elementary Portuguese. Basic conversation, reading, grammar, and composition at the beginning college level. No prior knowledge of the language is assumed. One hour a week of language laboratory is required. Elementary Portuguese I Laboratory, POR 101L, is a required companion of POR 101. Native speakers may not enroll in 100/200 level language courses.

POR 102 – Elementary Portuguese II (4)

This is the second semester of Elementary Portuguese. Basic conversation, reading, grammar, and composition at the beginning college level. One hour a week of language laboratory is required. Elementary Portuguese II Laboratory, POR 102L, is a required companion of POR 102. Native speakers may not enroll in 100/200 level language courses.

POR 240 – Selected Topics (1-6)

Offered when needed.

POR 291, 292, 293 – Independent Study (1-6)

Offered when needed.

POR 391, 392, 393 – Independent Study (1-6)

Offered when needed.

POR 440 – Selected Topics (1-6)

Offered when needed.

Psychology* (PSY)

Psychology Major: The curriculum within the Psychology program at Flagler College emphasizes psychology as a basic and applied science and is based on the American Psychological Association undergraduate learning goals and objectives. While students explore research questions, methods, and ethical standards, they are challenged to think critically and independently, and to communicate ideas and conclusions effectively. Our Psychology program prepares students for careers in a variety of occupational settings or for graduate work in psychology.

Completion of an exit exam (Major Field Test) during the final semester at Flagler College is required of all Psychology majors. In addition, students are encouraged to pursue independent research and internship experiences in the local community. Internship positions are available to students of junior or senior standing who have obtained a minimum cumulative average of 3.0 and permission from the instructor. Internship hours do not count toward a major area of concentration or toward minor areas of study in social sciences. The major requires 43 hours; at least 12 of those hours must be at the 400 level in Psychology.

Required Courses (16 credit hours)

| | |
|---------|---|
| PSY 101 | Introduction to Psychology (3) |
| NAS 111 | Introduction to Biological Science with Lab (4) |
| MAT 223 | Statistics (3) |
| PSY 253 | Research Methods (3) |
| PSY 470 | Senior Seminar (3) (to be taken in last semester) |

Elective Courses (27 credit hours)

Students must take two courses from each of the following categories, as well as an additional course at the 300 or 400 level (these may be taken from the lists below or other appropriate electives not in these categories).

Category I – Human Development
(Choose at least two courses from below)

| | |
|---------|-------------------------------|
| PSY 201 | Child Psychology (3) |
| PSY 205 | Lifespan Psychology (3) |
| PSY 210 | Psychology of Personality (3) |
| PSY 330 | Psychology of Aging (3) |
| PSY 344 | Adolescent Psychology (3) |

Category II – Social/Applied Psychology
(Choose at least two courses from below)

| | |
|---------|--|
| PSY 370 | Social Psychology (3) |
| PSY 371 | Psychological Testing (3) |
| PSY 401 | Advanced General Psychology (3) |
| PSY 430 | Industrial-Organizational Psychology (3) |
| PSY 445 | Cross-Cultural Psychology (3) |
| PSY 448 | Positive Psychology (3) |

Category III – Mental Health/Applied Psychology
(Choose at least two courses from below)

| | |
|---------|---|
| PSY 361 | Principles of Behavior Modification (3) |
| PSY 368 | Sexual Orientation (3) |
| PSY 437 | Health Psychology (3) |
| PSY 460 | Substance Abuse (3) |
| PSY 461 | Individual and Group Counseling I (3) |
| PSY 462 | Individual and Group Counseling II (3) |

Category IV – Biological/Clinical Psychology
(Choose at least two courses from below)

| | |
|---------|------------------------------|
| PSY 323 | Abnormal Psychology (3) |
| PSY 333 | Cognition (3) |
| PSY 351 | Physiological Psychology (3) |
| PSY 451 | Neuropsychology (3) |

Other Electives

| | |
|-------------------|--------------------------|
| PSY 340 | Selected Topics (3) |
| PSY 440 | Selected Topics (3) |
| PSY 477, 478, 479 | Research Assistant (1-3) |
| PSY 491, 492, 493 | Independent Study (1-3) |

Psychology Minor: Students minoring in Psychology must complete 18 semester hours to include PSY 101, PSY 253, PSY 210, and at least nine semester hours at the 300 and 400 level.

Psychology (PSY) Course Descriptions

PSY 101 – Introduction to Psychology (3)

A general introduction to the field of psychology; topics such as learning and memory; sensation and perception; emotion and motivation; personality structure and development.

PSY 201 – Child Psychology (3)

Prerequisite: PSY 101. A study of the biopsychosocial aspects of the developing child, from conception through childhood. Stages of development in the emerging personality are emphasized.

PSY 205 – Lifespan Psychology (3)

Prerequisite: PSY 101. A study of the biopsychosocial aspects of the developing adult from childhood through the later years of life. Transitional periods and coping with major life choices and issues are emphasized.

PSY 210 – Psychology of Personality (3)

Prerequisite: PSY 101. A study of the structure, formation, and development of personality as considered by major theorists. Projective and objective techniques for personality assessment.

PSY 253 – Research Methods (3)

Prerequisites: PSY 101, MAT 223, Psychology major or minor. A study of the methods and problems in psychological experimentation. Emphasis is on the study of techniques used, with specific reference to defining variables, stating hypotheses, designing experiments with adequate controls, and reporting findings. The student is expected to propose and carry out several experiments during the semester.

PSY 323 – Abnormal Psychology (3)

Prerequisites: PSY 101 and PSY 210. An introduction to the history, classification, diagnosis and treatment of mental and behavioral disorders.

PSY 330 – Psychology of Aging (3)

Prerequisites: PSY 101 and six hours in Psychology or permission of instructor. The biopsychosocial aspects of aging from young adulthood through old age. Age-related changes and their implications for behavior in older age.

PSY 333 – Cognition (3)

Prerequisites: PSY 101 and PSY 253. An examination of the basic principles of Cognitive Psychology will be discussed. Topics include (but are not limited to) attention, perception, short-term memory, long-term memory, language comprehension, problem solving, decision making, and the effects of brain damage.

PSY 340 – Selected Topics (1-3)

Prerequisites: PSY 101, six hours in Psychology, and permission of instructor. Majors or minors only. Seminar investigating specialized topics in psychology or topics not covered in other psychology courses.

PSY 344 – Adolescent Psychology (3)

Prerequisites: PSY 101 and six hours in Psychology or permission of instructor. This course focuses on the psychosocial aspects of the developing person from adolescence until early adulthood. Stages of development in the emerging personality are emphasized. It will cover topics including: theories of development; puberty; biological and cognitive development; development of the self; identity; emotions; personality; gender and sexuality; morals and values; the influence of families, peers, and culture; adolescent problems; and health, stress and coping.

PSY 351 – Physiological Psychology (3)

Prerequisites: PSY 101, NAS 111, and six hours in Psychology or permission of instructor. An examination of the biological and physiological bases of behavior. Topics include brain anatomy and physiology, learning, memory, and brain development.

PSY 361 – Principles of Behavior Modification (3)

Prerequisites: PSY 101 and six hours in Psychology or permission of instructor. A study of the application of the principles of learning and motivation to the modification of individual and group behavior.

PSY 368 – Sexual Orientation (3)

Prerequisites: PSY 101 and six hours in Psychology or permission of instructor. This course provides an exploration of the major arguments surrounding the issue of sexual orientation and examines genetic, biological, and psycho-social theories than attempt to explain sexual orientation.

PSY 370 – Social Psychology (3)

Prerequisites: PSY 101 and six hours in Psychology, junior or senior standing, or permission of instructor. A study of the individual in society and its effects upon his/her behavior. Representative topics include altruism, aggression, attitude change, communication, and perception. Emphasis is placed upon the application of theory to the understanding of everyday life. This course is cross-listed as SOC 370.

PSY 371 – Psychological Testing (3)

Prerequisites: PSY 101, six additional hours in Psychology, MAT 223, or permission of instructor. A study of basic measurement theory and its practical application to problems of choosing, administering, and evaluating the results of tests of aptitude and personality.

PSY 401 – Advanced General Psychology (3)

Prerequisites: PSY 101, junior and senior standing, Psychology majors and minors. A broad integrative course designed to help students develop a more comprehensive understanding of the basic theories and research findings of the various sub-fields of psychology. It should be of particular benefit for students preparing to take the Graduate Record Examination in Psychology.

PSY 430 – Industrial-Organizational Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. Industrial-Organizational Psychology is an applied field of psychology that focuses on people in the workplace. Course topics include employee selection, development, engagement, motivation, and performance. This course also addresses organizational behavior; how organizations affect the behavior, attitudes, and well-being of their employees.

PSY 437 – Health Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. The study of the mind-body interaction. Topics include behavior, physical health, stress, and illness.

PSY 440 – Selected Topics (3)

Prerequisites: PSY 101, nine hours of Psychology, and permission of instructor. Majors and minors only. Advanced seminar for investigation of specialized topics in psychology or of topics not covered by existing courses.

PSY 445 – Cross-Cultural Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. A study of anthropological and psychological findings and theories relevant to the search for a culturally unbiased psychology.

PSY 448 – Positive Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. The course focuses on the intra- and interpersonal factors that relate to happiness, engagement, and meaning in life. Topics include: personal strengths, self-regulation, forgiveness, joy, virtue, and positive relationships.

PSY 451 – Neuropsychology (3)

Prerequisites: PSY 351 and NAS 111. The study of the brain-behavior relationship with focus on language, memory, perception and lateralization of function. Emphasis is on human brain injury.

PSY 460 – Substance Abuse (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. A study of the way in which drugs impact the individual and society. Commonly used drugs such as nicotine, alcohol, and caffeine are considered, along with prescription and street drugs.

PSY 461 – Individual and Group Counseling I (3)

Prerequisites: PSY 101, PSY 210, and PSY 323, and permission of instructor. A survey of theories, principles, and specific techniques of counseling and psychotherapy.

PSY 462 – Individual and Group Counseling II (3)

Prerequisites: PSY 101, PSY 210, PSY 323, and PSY 461. An experiential course in group process.

PSY 470 – Senior Seminar (3)

Prerequisites: Senior standing, Psychology majors only, and permission of instructor. The Senior Seminar is the capstone course in the Psychology Department and is required of all students majoring in psychology during their senior year. This capstone experience requires students to: (1) conduct an intensive study of a specific topic. All students must complete a substantive research paper and make a formal oral presentation. (2) on-going contact with the instructor and peers, specific to the research process. For purposes of faculty and peer review, each student must participate in a series of seminar meetings. This course is required in addition to the nine hours required at the 400 level.

PSY 477, 478, 479 – Research Assistant (1-3)

Prerequisite: Permission of instructor and a minimum 3.0 cumulative GPA. An opportunity to work under the direct supervision of department faculty who are currently

conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and other research activities.

PSY 481, 482, 483 – Psychology Internship (1-6, 1-6, 1-6)

Prerequisites: Permission of instructor and a minimum 3.0 cumulative GPA, major or minor, junior or senior standing. Practicum experience in psychology for students interested in pursuing counseling, testing and other human services related occupations, or graduate training in psychology or counseling. Internship hours may not be counted toward major area of concentration, or minor area of study in social sciences. This course is graded on a Pass/Fail system.

PSY 491, 492, 493 – Independent Study (1-3, 1-3, 1-3)

Prerequisite: Permission, minimum 3.0 cumulative GPA and minimum 3.0 GPA from previous semester. This course is graded on a letter grade system.

Public History (PBHIS): See History section for required courses.

Reading (REA) Course Descriptions

REA 010 – Reading and Study Skills Center (1)

Prerequisite: Placement or consent of instructor. This course allows students a weekly, fixed, one-on-one tutoring session with faculty or student tutors in the Reading and Study Skills Center in the Flagler College Learning Resource Center. Tutors assist REA 010 students in various areas of reading and/or study skills. Grading is “P” (Pass) or “F” (Fail). Students may not use credit from this course to satisfy any degree, distribution, or general education requirements. Failing this course will negatively impact a student’s GPA.

REA 020 – Academic Success (1)

Prerequisite: Placement or instructor permission. Academic Success is a one-hour course in which students meet with a faculty tutor from the Reading and Study Skills Center once a week in order to develop habits necessary for success in the college environment. Students take a diagnostic assessment at the beginning of the term from which they, in consultation with the instructor, formulate a plan to strengthen skills in any of the following areas: managing time and avoiding procrastination; taking tests; reducing anxiety; developing study strategies; improving reading strategies and reading rates; cultivating listening and note taking strategies; using personal and academic support services provided by the College; developing motivation and concentration. Students are placed in this course based on GPA and academic standing. Grading is P (Pass) or F (Fail). Students may take this course only once. Those withdrawn from it for a violation of the attendance policy will receive a WF even if the withdrawal occurs before the “last day to drop a course with a W” date listed on the academic calendar. Students may not use credit from this course to satisfy degree, distribution, or general education requirements. Failing this course will negatively impact a student’s GPA. A lab fee is required for this course.

REA 090 – Study Skills for College Success (3)

Prerequisite: Placement or consent of instructor. Freshman or sophomore standing only. A course designed for those students who need to strengthen college learning strategies, including note and test taking, time management, and speaking, listening, and reading strategies. Students will be placed in this course based on GPA and academic standing. Grading is “P” (Pass) or “F” (Fail). This course may not be repeated. Students may not drop this course. Those withdrawn from it for a violation of the attendance policy will receive a WF even if the withdrawal occurs before the “last day to drop a course with a W” date listed on the academic calendar. Students may not use credit from this course to satisfy any degree, distribution, or general education requirements. Failing this course will negatively impact a student’s GPA. A lab fee is required for this course.

REA 142 – College Reading with Lab (3)

Prerequisite: Placement or consent of instructor. Co-requisite: REA 010. Students engage in intensive practice in reading comprehension and analysis while strengthening higher-order critical thinking skills. Students will also improve reading rate and flexibility, learn how to decode college level textbooks, and develop regular and specialized vocabulary. Students will be placed in this course based on SAT/ACT score and/or diagnostic testing. Students may not drop this course. Those withdrawn from it for a violation of the attendance policy will receive a WF even if the withdrawal occurs before the “last day to drop a course with a W” date listed on the academic calendar. This course has a lab requirement (REA 010) in which students are required to attend the Reading and Study Skills Center one hour every other week which will count for 10% of their course grade.

Sociology* (SOC)

Sociology Major: The Sociology program is designed to improve students’ analytical skills, to prepare them for graduate school admission and success, and to prepare them for careers that involve sociological skills, such as research and working with diverse populations. The course offerings assure that students learn the foundations of Sociology—sociological perspectives and research methods—while allowing students to focus their electives on advanced research methods and areas that interest them. In each of the Sociology courses, students learn research and theories about patterns in families and peer groups, large organizations, and entire societies.

The Sociology major consists of 36 total credit hours. Of these, 18 credit hours will be required core courses, with an additional 18 hours of electives. Major requires students to complete an exit exam. Students are encouraged to focus coursework in specific areas of sociology and must consult with their academic advisors regarding course selections. Students interested in graduate school and careers involving research (such as marketing and policy assessment) are strongly encouraged to take the sequence of research courses, SOC 301, SOC 302, and SOC 495, and to complete an internship.

Required Courses (18 credit hours)

| | |
|---------|-----------------------------------|
| SOC 101 | Introduction to Sociology (3) |
| MAT 223 | Statistics (3) |
| SOC 301 | Sociological Research Methods (3) |
| SOC 332 | Classical Theory (3) |
| SOC 350 | Social Stratification (3) |
| SOC 470 | Senior Seminar (3) |

Elective Courses (18 credit hours)

| | |
|-----------------|--------------------------------------|
| SOC 201 | Contemporary Social Problems (3) |
| SOC 210 | Marriage and Family (3) |
| SOC 302 | Research Design (3) |
| SOC 315 | Sex, Class, Race and Ethnicity (3) |
| SOC 320 | Sociology of Aging (3) |
| SOC 340 | Selected Topics (3) |
| SOC 355 | Social Movements (3) |
| SOC 370 | Social Psychology (3) |
| SOC 372 | Sociology of Medicine and Health (3) |
| SOC 405 | Contemporary Sociological Theory (3) |
| SOC 422 | Social Work (3) |
| SOC 430 | Urban Sociology (3) |
| SOC 440 | Selected Topics (3) |
| SOC 448 | Environmental Sociology (3) |
| SOC 477 | Research Assistant (1-3) |
| SOC 491,492,493 | Independent Study (3) |

Sociology Minor: Students minoring in sociology must take a total of 18 hours, which includes SOC 101, and 15 additional hours of sociology courses, with at least nine hours at the 300 and 400 level.

Sociology (SOC) Course Descriptions**SOC 101WI – Introduction to Sociology (3)**

Introduction to the field of sociology. Topics include groups, social institutions, and the relationship of the individual to society. Offered each semester.

SOC 201WI – Contemporary Social Problems (3)

Prerequisite: SOC 101. A study of major contemporary national and international problems such as population, war, poverty, industrialization, suburbanization, and other significant issues confronting modern man. Offered each semester.

SOC 210WI – Marriage and Family (3)

Prerequisite: SOC 101. An examination of marriage and the family in contemporary society, stages in the development of family relationships within culturally diverse populations, and an exploration of the dynamics of intimate human relationships.

SOC 240WI – Selected Topics (3)

A specialized course offering.

SOC 301 – Sociological Research Methods (3)

Prerequisites: MAT 223, SOC 101. This course surveys research techniques and issues common to the social sciences. Topics covered include experiment design, survey design, observational techniques, quantitative analysis, qualitative analysis, and research ethics.

SOC 302 – Research Design (3)

Prerequisite SOC 301. Building on the research methods students learn in SOC 301, students will identify some aspect of society they think needs further research and then propose a research question and an achievable research design to answer that question. This will include choosing a method, identifying a domain and sample, constructing measurement instruments, securing site permission, and so on. This is intended to be a design that students can carry out in the senior Research Project course in order to produce publishable research.

SOC 303 – Sociology of Law (3)

Prerequisites: SOC 101 and CRM 160. This course provides an analysis of sociological research and theory in conjunction with the development and enforcement of criminal codes and statutes. This course is cross-listed as CRM 303.

SOC 315 – Sex, Class, Race and Ethnicity (3)

Prerequisite: SOC 101. This course is a sociological examination of four major structures in society, sex/gender, social class, race, and ethnicity. Students will learn current research and analyze competing theories used to explain observable patterns. The social patterns explored in the course may include prejudice and inequality, public policy, family roles, employment, symbolic meanings of different bodies, identity, and community involvement.

SOC 320 – Sociology of Aging (3)

Prerequisite: SOC 101. The nature of the aging experience as it is shaped by the social context in which it occurs. A review of the historical, philosophic, and demographic aspects of aging, theories of social gerontology, cross-cultural perspectives on aging, and the sociology of retirement.

SOC 332 – Classical Theory (3)

Prerequisite: SOC 101. This course introduces the main theories at the foundation of Sociology, which are often called the classical theoretical traditions. These have guided much of our sociological work for 150 years. This course will discuss selections from theorists whose works have shaped the discipline, including De Tocqueville, Marx, Weber, Durkheim, Simmel, Mead, Parsons, and Goff. Students will deconstruct these theories to understand the individual concepts, assumptions, central theses, flaws and limitations, and implications.

SOC 340 – Selected Topics (3)

Prerequisite: SOC 101. Seminar investigating specialized topics in sociology or topics not covered in other sociology courses.

SOC 350 – Social Stratification (3)

Prerequisite: SOC 101. An examination of the nature of social stratification in historical and contemporary societies. A comparative analysis of the dimensions of class, status, and power among industrialized and pre-industrialized nations of the modern world.

SOC 355 – Social Movements (3)

Prerequisite: SOC 101 or permission of instructor. The number and different types of organizations working on the local, national, and global levels to create some type of social change is larger than ever before. Students will learn the goals and work of a sample of these organizations, including how they are formed and how they are regulated, how they use technology and expand, who funds them, and what oppositional tactics they confront. Examples of social movements include environmentalism and deregulation, pro-choice and anti-abortion, gun rights and gun control, gay rights and traditional family structure, anti-nuclear energy and pro-nuclear energy, labor organizing, and many others. In each case, students will explore the ideology that undergirds the social movement, how the members define the same issue differently, and how these varying interpretations lead to different attitudes and actions.

SOC 370 – Social Psychology (3)

Prerequisite: SOC 101 and PSY 101; junior or senior standing or permission of instructor. A study of the individual in society and its effects upon his/her behavior. Representative topics include altruism, aggression, attitude change, communication, and perception. Emphasis is placed upon the application of theory to the understanding of everyday life. This course is cross-listed as PSY 370.

SOC 372 – Sociology of Medicine and Health (3)

Prerequisite: SOC 101 or permission of instructor. Medicine, health care, and health are things that affect all of our lives. The growing sub discipline of Sociology of Medicine examines health trends in America and other countries, the causes of those patterns, and political and social efforts to change health patterns. In the process, students will examine how the power of medical associations, regulatory agencies, and medical industries impacts our health and access to medicine. Students will also learn how cultural and family practices affect health and how cultural attitudes relate to what we define as unhealthy and acceptable.

SOC 405 – Contemporary Sociological Theory (3)

Prerequisite: SOC 101 and SOC 332 or permission of instructor. A history of contributions to sociological thought from the 19th century to the present. Offered in the fall semester.

SOC 422 – Social Work (3)

The purpose of this course is to provide students with a historical and theoretical understanding of social work. Students will study both the direct (clinical) practice side of social work, which involves working directly with populations in need, and the policy, advocacy, and management side. These are the two sides of social work: helping and healing people and providing leadership so that systems can be set up to provide the help. For students interested in pursuing graduate studies or a career in social work, this course will offer important preparation and skills.

SOC 430 – Urban Sociology (3)

Prerequisite: SOC 101 or permission of instructor. Urban sociology is the study of a special form of social organization known as cities—their origins, life, and future. Some of the principal areas of study in this course are: (1) the evolution of cities, (2) the internal structure of cities and the specific ways in which cities are organized, (3) the interaction between people who live in cities, (4) the way in which cities affect regions and nations, and (5) the different social problems created by urbanization and urbanism.

SOC 440 – Sociology Selected Topics (3)

Prerequisite: SOC 101 or permission of instructor. Advanced seminar investigating specialized topics in sociology or topics not covered in other sociology courses.

SOC 448 – Environmental Sociology (3)

Prerequisites: SOC 101. A study of the relationship between human societies and the natural environment. Particular attention is given to the impact of social norms and values on the overuse of natural resources, habitat destruction, pollution, and other environmentally unsustainable behavior.

SOC 462 – Victimology (3)

Prerequisites: SOC 101 and CRM 160. This course provides a historical as well as a current perspective regarding the field of victimology. A specific focus on crime victims is essential in examining the role of victimology in today's criminal justice system. As a result, two important themes will emerge. These themes include the effect of victimization as well as the remedies accessible to the victims. This course is cross-listed as CRM 462.

SOC 468 – Social Aspects of Terrorism (3)

Prerequisites: SOC 101 and CRM 160. This course is designed to examine terrorism as a social phenomenon. Topics will include typologies and theories relevant to historical and contemporary terrorism. Network analysis, group dynamics, ideologies, and individual predispositions will be evaluated in an effort to understand the manifestation of terrorist violence. This course is cross-listed as CRM 468.

SOC 470 – Senior Seminar in Sociology (3)

Prerequisites: SOC 301 and either SOC 332 or SOC 405, or permission of instructor. This research practicum is the required capstone course for Sociology majors. Students are expected to draw on their knowledge of sociology acquired during their academic

careers to develop and carry out independent research projects. Students will develop research projects requiring problem formulation, reviews of previous research, and writing a formal research proposal or research article. Offered in the fall semester. This course is cross-listed as CRM 470.

SOC 477 – Research Assistant (1-3)

Prerequisite: permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and other research activities.

SOC 481, 482, 483 – Sociology Internship (1-3, 1-3, 1-3)

Prerequisites: SOC 101, six hours of 300-400 level Sociology courses, permission of instructor and a GPA of 3.0 or higher. Internships offer practicum experience in sociology for students interested in research, child/family advocacy, gerontology, criminal justice, or other forms of applied sociology. Internship hours cannot be counted toward the Sociology major or minor. Students will be required to submit at least one paper that uses sociological concepts and theories to analyze the organization they worked with, the aspect of society the organization dealt with, and/or their own work within the organization. This course is graded on a Pass/Fail system.

SOC 491, 492, 493 – Independent Study (1-3, 1-3, 1-3)

Prerequisites: SOC 101 and six hours of 300-400 level Sociology courses. Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

SOC 495 – Advanced Senior Research Project (3)

Prerequisites: SOC 301 and either SOC 332 or SOC 405, or permission of instructor. This course is an intensive study of a specific topic in Sociology. A substantive paper reflecting careful research and in-depth analysis of the topic is required. The student is responsible for maintaining a dialogue with the instructor and any other faculty in the department who may serve as additional reviewers. The student should be prepared to formally present the paper at the end of the semester. This course is recommended for those students who plan to pursue graduate work.

Spanish* (SPA)

A student may major or minor in Spanish. Eight semester hours of credit for elementary or intermediate Spanish may be awarded to a student who passes an examination administered in September, provided the student completes one more semester of the language at Flagler College with at least a “B” average during that semester. Only eight semester hours of credit can be awarded to any individual student while at Flagler College who tests out of lower level classes. Students may take one year of foreign language for

credit on a pass/fail basis, as long as the credit is not counted toward a major or a minor in the language, or to satisfy the General Education Requirements. Students should take language courses in sequence.

Spanish Major: After elementary Spanish or its equivalent, a student majoring in this field should complete satisfactorily 34 hours in Spanish, including SPA 201, 202, 301, 302, SPA 307 or 309, SPA 401, six more hours at the 300 level and three more hours at the 400 level. Spanish courses should be taken in sequence. In addition, three hours in Latin American Studies (LAS 201WI or 202WI) or their equivalent as determined by the the Director of the Foreign Language Program, are required. The department also recommends that a major spend a semester abroad in a Spanish-speaking country or participate in a Flagler College Faculty Led Study Abroad Program. Credit in Spanish (6-10 hours) earned while abroad for a semester may be applied to the graduation requirement of 120 hours as study abroad transfer credit. Credits (6-10 hours) earned during a Flagler College Faculty Led Study Abroad Program may be applied toward the major, if those courses are taught by Flagler faculty or sponsored by Flagler College. Students who are planning on pursuing a career teaching are encouraged to take courses on the culture of Spain and Latin America when offered. All students who are majoring in Spanish are encouraged to take at least four Spanish literature classes at the 300 and 400 levels. At least 20 hours must be taken at Flagler College. Spanish major requirements: 31 Total Hours Required.

Required Courses

| | |
|---------|---|
| SPA 201 | Intermediate Spanish I (4) Sophomore yr. |
| SPA 202 | Intermediate Spanish II (4) Sophomore yr. |
| SPA 301 | Advanced Conversation and Composition I (4) Junior yr. |
| SPA 302 | Advanced Conversation and Composition II (4) Junior yr. |

Choose 1 course from below Freshman yr.

| | |
|---------|--|
| LAS 201 | Introduction to Mexico, Central America, and the West Indies (3) |
| LAS 202 | Introduction to South America (3) |

Choose 1 course from below Junior yr.

| | |
|---------|---|
| SPA 307 | Survey of Spanish Literature (3) |
| SPA 309 | Survey of Spanish American Literature (3) |

Required Electives

| | |
|--|--|
| SPA 300 level Electives (6) Junior yr. | |
| SPA 400 level Elective (3) Junior/Senior yr. | |
| SPA 401 | Spanish Culture and Civilization (3) Junior/Senior yr. |

Spanish Minor: A student who chooses to minor in Spanish should complete satisfactorily at least 22 hours beyond the elementary level. Courses should include SPA 201, 202, 301, 302, a 300 level Spanish course and a Spanish 400 level course. At least 12 hours must be completed at Flagler College. Spanish minor requirements: 22 Total Hours Required.

Required Courses

| | |
|---------|---|
| SPA 201 | Intermediate Spanish I (4) Sophomore yr. |
| SPA 202 | Intermediate Spanish II (4) Sophomore yr. |
| SPA 301 | Advanced Conversation and Composition I (4) Junior yr. |
| SPA 302 | Advanced Conversation and Composition II (4) Junior yr. |

Required Electives

- SPA 300 level (3) Spanish Elective Junior/Senior yr.
 SPA 400 level (3) Spanish Elective Junior/Senior yr.

Spanish Heritage Learners: Spanish native speakers will be required to take a placement test prior to enrollment in a Spanish minor or major. This test will verify that they are sufficiently advanced in the Spanish language to successfully complete Spanish 300 and 400 level course work. Those native language speakers who do not successfully complete the test, due to shortcomings in Spanish grammar, writing, or for other reasons, will be placed into SPA 201 or SPA 202 Intermediate Spanish. Once these native language speakers successfully complete the SPA 201 and/or SPA 202 classes, they will be permitted to take SPA 301 and 302 and then move on into higher level Spanish 300 and 400 level literature and culture courses. For those who successfully pass the placement test and successfully complete a higher level Spanish 300 or 400 class with a “B” or higher, they will be eligible to receive credit for SPA 201 and 202 for a total of eight hours and no more. No student will receive credit for SPA 301 and 302 without taking the courses; however, since one of the requirements for a minor or major in Spanish is the successful completion of SPA 301 and 302, the Heritage Learner will be able to substitute higher level Spanish 300 or 400 level classes for the requirement. The Heritage Learner will be required to complete a total of 22 hours for the Spanish minor and 40 hours for the Spanish major. These are the same overall credit requirements for all Spanish majors and minors.

Certificate in French or Spanish: Students who take French or Spanish can obtain a certificate with the completion of 19 credit hours and a minimum average GPA of 3.0 within those classes. The certificate is not available to native and heritage speakers who, after the placement test, can start their language studies at the 300 level or above. Students may still be awarded up to 8 credit language hours toward the certificate, given that they complete a higher-level class with a B or better. The certificate is available only to full time, degree seeking students of Flagler College.

Purpose of World Language Certificate: The certificate program allows students to gain academic recognition for their foreign language work short of completing a major or minor. This form of recognition is better understood outside of academia than a minor. This certificate will benefit students majors or minors in which language competency is an important component (International Studies, Hospitality and Tourism Management, Education, International Business).

Certificate Requirements:

FRE or SPA 101

FRE or SPA 102

FRE or SPA 201

FRE or SPA 202

Complete one of the following options:

Option 1 – One FRE or SPA study abroad

Options 2 – One Flagler FRE or SPA 300-level course

Transfer credits may not be used to fulfill World Languages Certificate requirements.

Recognition: The completion of the certificate will be mentioned in the student's transcripts. The official certificate will be delivered separately upon graduation.

Spanish/Latin American/Spanish Study Abroad (Flagler College Faculty Led): This study abroad program in Costa Rica or Peru is a dynamic immersion program in the Spanish Language. Students stay with host families while attending Spanish language classes at the host school. One (1) hour Study Abroad Orientation (LAS/SPA 377) is required for all students participating in this program during the semester prior to departure. While in the country, all classes are offered in Spanish and students can earn up to 10 hours of credit in Spanish or Latin American Studies.

Spanish/Latin American Study Abroad (Other Academic Institutions):

Students should also investigate programs available for undergraduates in Latin America or Spain. Current information that is received by the department will be made available to students. Students will be responsible for choosing a program, completing a Study Abroad Application, making applications, all necessary arrangements with the sponsoring agency or university, and transferring credits to Flagler College. The Humanities Department has set the following guidelines for accepting transfer credits:

1. A maximum of 10 hours of transfer credit in Spanish/Latin American Studies will be accepted towards the graduation requirement of 120 hours but not toward the respective majors and minors. If a student spends 10 weeks or more abroad, he/she may receive up to 10 hours of credit. If a student participates in a program for less than 10 weeks, he/she may receive no more than 6 hours of credit. Only grades of "C" or higher will be accepted.
2. Credits (6-10 hours) earned during a Flagler College Faculty Led Study Abroad Program may be applied toward the major, if those courses are taught by Flagler faculty or sponsored by Flagler College.
3. All Spanish and Latin American Studies courses taken in a study abroad program with another academic institution must be approved by the Director of the Foreign Language Program and the Humanities Department Chair.

4. Other departments at Flagler College may be willing to accept transfer credit from a Study Abroad Program. All arrangements regarding the acceptance of credit must be discussed with the appropriate department chairperson(s) and agreed upon prior to the student's departure.

Spanish (SPA) Course Descriptions

SPA 101 – Elementary Spanish I (4)

This is the first semester of Elementary Spanish. Basic conversation, reading, grammar, and composition at the beginning college level. No prior knowledge of the language is assumed. One hour a week of language laboratory is required. Elementary Spanish I Laboratory, SPA 101L, is a required companion for SPA 101.

SPA 102 – Elementary Spanish II (4)

Prerequisite: SPA 101 or permission of instructor. This is the second semester of Elementary Spanish. Basic conversation, reading, grammar, and composition at the beginning college level. One hour a week of language laboratory is required. Elementary Spanish II Laboratory, SPA 102L, is a required companion for SPA 102.

SPA 201 – Intermediate Spanish I (4)

Prerequisite: SPA 102 or permission of instructor. This is the first semester of Intermediate Spanish. Instruction in grammar, reading, composition and speaking. One hour a week of language laboratory is required. Offered only in the fall semester of each year. Course is taught in Spanish.

SPA 202 – Intermediate Spanish II (4)

Prerequisite: SPA 201 or permission of instructor. This is the second semester of Intermediate Spanish. Instruction in grammar, reading, composition, and speaking. One hour a week of language laboratory is required. Offered only in the spring semester of each year. Course is taught in Spanish.

SPA 240 – Selected Topics (3-6)

Offered when needed.

SPA 291, 292, 293 – Independent Study (1-6)

Offered when needed.

SPA 297, 298 – Study Abroad (3-12)

To be arranged by department prior to departure.

SPA 301 – Advanced Conversation and Composition I (4)

Prerequisite: SPA 202 or permission of instructor. This is the first semester of Advanced Conversation and Composition. Intensive study of the language through readings, compositions, and with particular emphasis on conversation. One hour a week is required with a native language tutor in small tutorial groups. One hour a week of language laboratory is required. Offered only in the fall semester of each year. Course is taught in Spanish.

SPA 302 – Advanced Conversation and Composition II (4)

Prerequisite: SPA 301 or permission of instructor. This is the second semester of Advanced Conversation and Composition. Intensive study of the language through conversation, readings, and with particular emphasis on composition. One hour a week is required with a native language tutor in small tutorial groups. One hour a week of language laboratory is required. Offered only in the spring semester each year. Course is taught in Spanish.

SPA 307 – Survey of Spanish Literature (3)

A study of representative works of Spanish literature from the Middle Ages to the present. Lectures, discussions, and reports. Offered alternate years. Course is taught in Spanish.

SPA 309 – Survey of Spanish American Literature (3)

A study of representative authors of Spanish America. Lectures, discussions, and reports. Offered alternate years. Course is taught in Spanish.

SPA 321 – Commercial Spanish: Business & Finance (3)

Prerequisites: SPA 201 and SPA 202 or permission of instructor. Concentrates on business terminology and forms of correspondence to enable a student to use the Spanish language in a business environment.

SPA 322 – Spanish for the Professions (3)

Designed to develop the practical vocabulary and conversational skills needed in different professions such as health care, welfare, law enforcement, and education.

SPA 340 – Selected Topics (3-6)

Offered when needed.

SPA 377 – Study Abroad Orientation (1)

Students who intend to participate in a Study Abroad Program, with transfer credit counted towards a major or minor in Spanish, will be required to enroll in this course in the semester prior to departure.

SPA 391, 392, 393 – Independent Study (3-6)

Offered when needed.

SPA 397, 398 – Study Abroad (3-12)

To be arranged by department prior to departure.

SPA 401 – Spanish Culture and Civilization (3)

Spain is studied in Spanish through its history, geography, literature, art, folklore, and music, from prehistoric times to the present. Course is taught in Spanish.

SPA 440 – Selected Topics (3-6)

Offered when needed.

SPA 470 – Senior Seminar in Spanish (3)

Discussion, investigations, and reports on selected aspects of Spanish or Spanish-American culture and literature. Course is taught in Spanish.

SPA 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and other research activities. This course is graded on a Pass/Fail system.

SPA 481, 482, 483 – Spanish Studies Internship (1-3, 1-3, 1-3)

The internship may be combined with any major, including Spanish or Spanish/Latin American Studies. A 400 (3 hours) level Spanish Internship cannot take the place of a 400 level course but may substitute for one 300 level requirement for the Spanish or the Spanish/Latin American Studies major. The grades for all Spanish or Spanish/ Latin American Studies Internships will be either pass or fail.

SPA 491, 492, 493 – Independent Study (3-6)

This course is graded on a letter grade system.

SPA 497, 498 – Study Abroad (3-12)

To be arranged by department prior to departure.

Sport Management* (SPM)

Sport Management Major: Sport is a multibillion-dollar industry which places unique demands on its management personnel. The Sport Management major is designed for those students interested in administrative positions in: professional sport at the major and minor league levels, college athletics, sport marketing and sales, event management, community and campus recreation marketing, sales, legal issues, and management functions. Therefore, the Sport Management program provides 56 hours of diverse course offerings and also incorporates coursework from economics, accounting, and management information systems. Sport Management majors are required to successfully complete the following core courses:

Required Courses

| | |
|---------|---|
| SPM 120 | Introduction to Sport Management (3) |
| SPM 210 | Sociology of Sport (3) |
| SPM 260 | Administration of Sport (3) |
| SPM 270 | Sport Marketing, Promotion, and Sales (3) |
| SPM 281 | Apprenticeship in Sport Management (1) |
| SPM 315 | Sport Finance (3) |
| SPM 325 | Sport Law (3) |
| SPM 330 | Recreation/Fitness Management (3) |
| SPM 335 | Facility/Event Management (4) |
| SPM 370 | Junior Seminar (1) |
| SPM 430 | Governance in Sport (3) |
| SPM 435 | Sport Ethics (3) |

| | |
|--------------|-------------------------------------|
| SPM | Elective – Above 200 level (3) |
| SPM | Elective – Above 200 level (3) |
| SPM | Elective – Above 200 level (3) |
| SPM 470 | Senior Seminar (2) |
| SPM 481, 482 | Internship in Sport Management (12) |

Additional Requirements

| | |
|---------|---|
| ACC 211 | Principles of Financial Accounting (3) |
| ACC 212 | Principles of Managerial Accounting (3) |
| MIS 206 | Data Management for Business (3) |
| ECO 201 | Principles of Macroeconomics (3) |
| ECO 202 | Principles of Microeconomics (3) |

In addition, students majoring in Sport Management are encouraged to complete a Business Administration minor, which can be achieved by successfully completing BUS 301, BUS 307, BUS 310, BUS elective, and MAT 223.

General education requirements should be completed in the first two years of course work. Elective courses should be used to pursue a minor or develop other areas of interest which enhance career opportunities.

University of Florida and Flagler College Bridge Program

The University of Florida (UF) College of Health and Human Performance and the Flagler College Sport Management Department bridge program is for undergraduate students at Flagler College that may be interested in pursuing a graduate degree at UF in the area of Sport Management.

Specifically, undergraduate seniors at Flagler College can take up to three online graduate-level courses at UF as non-degree seeking students while concurrently enrolled at Flagler. The three courses available in this format will be based on selected offerings in the UF catalog.

Application requirements:

Applicants must meet the following requirements to apply for combined degree:

Earn a B or better in the following courses:

| | |
|---------|------------------------------------|
| ECO 201 | Principles of Microeconomics |
| ACC 211 | Principles of Financial Accounting |
| SPM 120 | Introduction to Sport Management |
| SPM 210 | Sociology of Sport |

Overall GPA of 3.0 or higher

Take the GRE exam and earn a minimum score of 290.

Applicants must have a minimum of two semesters (fall and spring) remaining as an undergraduate student.

If admitted to the combined degree program undergraduate students would be allowed to take the selected graduate courses online with the University of Florida as substitutions for required Sport Management elective undergraduate courses at Flagler College.

Upon successful completion of the undergraduate sport management program at Flagler College with a 3.0 overall GPA and completion of the selected graduate courses with a grade of B or better in each course the student would be admitted to the online MS Sport Management program at the University of Florida to complete the remaining 24 credits.

If the student chooses to complete the remaining graduate courses at UF on-campus upon completion of the undergraduate degree at Flagler College then the student would compete for a spot in the applicant pool for the desired term.

Please direct questions to the Chair of the Sport Management Department.

Sport Management (SPM) Course Descriptions

SPM 120 – Introduction to Sport Management (3)

This course is designed to provide the student with a conceptual understanding of sport management. Areas that receive special emphasis are managerial, financial, legal, and ethical principles, the amateur sport industry, the professional sport industry, event/facility management, sport sales and sponsorships, sport communication, the recreation and fitness industries, and career preparation.

SPM 210 – Sociology of Sport (3)

Prerequisite: SPM 120. An introduction to sociological issues, practices, and phenomena associated with sport. Course content explores such areas as social theories, the social significance of sport in society, social problems related to sport, the interaction of sport and other social institutions (e.g., family, education, economy, politics, mass media, and religion), and international cultures and sport.

SPM 240 – Selected Topics (3)

Selected Topics offers the student opportunities to study areas of sport management not listed in the Catalog.

SPM 260 – Administration of Sport (3)

Prerequisite: SPM 120. This course is designed to cover management topics such as the functions of management, the sport management environment, strategic and operational planning, organizational structure and design, human resource management, leadership and motivation, organizational communication, the sport organizational culture and organizational control.

SPM 270 – Sport Marketing, Promotion, and Sales (3)

Prerequisite: SPM 120. This course is designed to assist students in understanding and appreciating the multi-faceted components of sport marketing, including sport consumer behavior, promotion, sponsorship and licensing, media relations, and sales. In addition,

students will be exposed to the history of sport marketing, as well as the application of sport marketing principles to collegiate athletics, professional sport franchises, municipalities, and the sporting goods industry.

SPM 281 – Apprenticeship in Sport Management (1)

Prerequisites: SPM 120, sophomore and above, or by permission. This course is a directed field experience designed to help the student gain initial work experience in their chosen specialty area or to explore a variety of sport settings in order to determine their desired work setting in preparation for the required full-time internship. Assistance in securing an apprenticeship site is provided, if necessary. This course may be taken up to three (3) times for credit. Students entering as freshmen are required to enroll in an apprenticeship before their junior year.

SPM 300 – Theory in Coaching (3)

This course is designed to cover coaching plans and running practices, hiring other coaches, recruiting, NCAA and NAIA rules, working with other athletic department personnel, teaching methods, professional coaching associations, motivational strategies, and ethical considerations.

SPM 307 – Advanced Concepts in Personal Training (4)

Students will study materials in preparation for the National Council on Strength and Fitness (NCSF) exam. The exam is optional and will be scheduled at the end of the course by the student. The course is a rigorous examination of the concepts and knowledge necessary for working in the industry as a personal trainer. Topics will include body composition, cardio-respiratory function, energy costs, exercise physiology, anatomy, lower back, muscle fitness, warm-up protocols, weight management, exercise for children, women and older adults, clinical exercise, obesity, and biomechanics. Labs will provide experiential learning of the aforementioned concepts. This course is cross-listed as FTW 307.

SPM 308 – Sport Nutrition (3)

The NCSF Sport Nutrition Specialist Course builds upon fundamental knowledge related to nutrition by exploring the intricacies of improving sport performance through adjustments to dietary practices. The course will provide the scientific basis for sport nutrition and covers the principles, background and rationale for current sport nutrition guidelines. The latest evidence-based information is presented in a block building model enabling learners to differentiate nutritional fact from fiction, understand the interaction of nutrients and their role in health and performance and develop strategies to optimize performance for personal fitness as well as sports. (Individuals who have passed the NCSF Personal Trainer Certification Exam and/or any NCAA accredited credential will have the opportunity to sit for a national certification exam giving them the opportunity to add to their credentials by obtaining the NCSF Sport Nutrition Specialist Certificate.)

SPM 312 – Media and Communication in Sport (3)

This course is an introduction to basic principles of media and concepts of communication in sport. It will examine the following key components: an understanding of basic components of communication, appreciation of productive communications skills within the organizational structure, knowledge of tactics used by sport managers to enhance communication effectiveness, the importance of excelling in media relations, and an understanding of the complex factors confronting managers as they deal with various forms of communication.

SPM 314 – College Athletics/NCAA (3)

This course is an introduction to basic principles and concepts of the operation of college athletics and the NCAA. Topics will include the NCAA and its organizational structure, the importance of rules and regulations that surround college athletics, the tactics used by the NCAA to help monitor and control member institutions, and the financial impact placed on intercollegiate sport managers who are responsible for ethical decision-making.

SPM 315 – Sport Finance (3)

Prerequisites: SPM 120, ECO 201, ECO 202 and ACC 211. This course focuses on basic accounting principles, financial statements, budgeting principles and spreadsheet development, and utilization. In addition, students are exposed to economic theory as it relates to the sport industry. Topics covered include: supply and demand, labor relations, public finance, monopolies, labor markets, sport manufacturing, service industries, and funding of stadiums and arenas.

SPM 316 – Current Issues in Sport (3)

This course uses critical thinking skills to compare, contrast and evaluate various issues in the sport and recreation industries. Examples of issues examined are: athletic administration, media in sport, ethical and legal issues, laws affecting sport managers, and social problems in sport and recreation.

SPM 318 – Sport Psychology (3)

This course is an introduction to psychological issues as they apply to sport and exercise. The course will focus on understanding sport and exercise environments, group processes, the individual participants and enhancing performance. Topics will include an introduction to the psychology of sport, personality traits, motivations, leadership, anxiety, stress, arousal, competition, cooperation, feedback, reinforcement, group cohesion, communication, imagery, and exercise adherence.

SPM 325 – Sport Law (3)

Prerequisite: SPM 120. This course provides an introduction to law as it applies to sport and recreation management. The course focuses on developing skills essential to the reading of legal cases, and discussing and analyzing legal issues associated with sport and recreation management. Topics include an introduction to negligence, intentional torts, constitutional law and state action, contracts, and anti-discrimination legislation.

SPM 330 – Recreation/Fitness Management (3)

Prerequisite: SPM 120. This course provides students with conceptual understanding of leisure and the relationship between leisure, recreation and fitness. This course provides students with the knowledge of the unique management challenges and business environments present in the recreation and fitness industries. The course focuses on reinforcing and applying management principles to organizations in the public recreation, outdoor recreation, and fitness industries.

SPM 335 – Facility/Event Management (4)

Prerequisites: SPM 120. This course is a theoretical and practical introduction to sport facility and event management. This course will focus on the theory behind facility and event management and expose students to methods of application in the practical setting. Core topics, assignments, and projects focus on facility planning and design, venue and event management, maintenance, marketing, advertising, programming and scheduling, risk management, public relations, and event operations.

SPM 340 – Selected Topics (3)

Selected Topics offers the student opportunities to study areas of sport management not listed in the Catalog.

SPM 345 – Social Media in Sport (3)

Social media is an integral part of sport marketing. Organizations that understand and harness the power and reach of social media have an advantage in the competitive marketplace. Managers possessing the skill sets to help sport properties achieve social media fluency are already in high demand. Sport marketers who effectively use social media employ techniques that leverage social media platforms to build the organization's audience, engage the fan base, and drive consumer behavior. Sport marketers must choose the right social media platforms and integrate their followers into the overall social media marketing strategy.

SPM 370 – Junior Seminar (1)

Prerequisite: Completion of 77 or more credit hours. This course is designed to initiate the process of researching appropriate sport organizations for possible internship sites.

SPM 430 – Governance in Sport (3)

Prerequisites: SPM 120, SPM 260, SPM 325, and junior or senior status. This course is designed to expose the student to various governing bodies in professional and amateur sport. Students will study the organizational structure and functions of a variety of governing entities. In addition, the course will provide an opportunity for sport management students to observe the ways in which sport is organized and managed internationally.

SPM 435 – Sport Ethics (3)

Prerequisites: SPM 120, SPM 210, SPM 325, and junior or senior status. This course requires students to explore major ethical issues that impact the operation of the sport industry. It is designed to assist students in: self-evaluation, examining issues and developing

philosophies, values, and moral reasoning skills. Specific students explore critical issues related to professional ethics, rights and responsibilities. Concepts of morality and theories of ethics are examined as well as personal professional codes of ethics in the sport and management profession. Major moral/ethical issues will be discussed and key fundamentals will be further researched to assist the sport manager in the decision making process.

SPM 440 – Selected Topics (3)

Selected Topics offers students opportunities to study areas of sport management not listed in the catalog.

SPM 470 – Senior Seminar (2)

Prerequisite: Completion of 90 or more credit hours. This course is designed to study current issues in Sport Management and prepare seniors for the internship experience. All Sport Management majors will complete this course the semester prior to enrolling in SPM 481-482 - Internship in Sport Management.

SPM 481, 482 – Internship in Sport Management (6, 6)

Prerequisites: SPM 470 and approval of department chair. All coursework must be successfully completed before enrolling in SPM 481, SPM 482. This course is designed to place the student in the field with a capable supervisor for the purpose of gaining work experience and exposure to techniques, methodologies, and procedures utilized in the real world of work. SPM 481 and 482 are taken concurrently. SPM 481 is graded on a pass/fail system and concerns the intern's performance on the job, as evaluated by the site supervisor. SPM 482 is graded with a letter grade (e.g., A, B, C, D, F), and students are evaluated on the quality and timely submission of written assignments and major projects. A C- in SPM 482 is required for graduation.

SPM 491, 492, 493 – Independent Study (1-3, 1-3, 1-3)

This course is graded on a letter grade system.

Theatre Arts* (THA)

Theatre Arts Major: A Theatre Arts major consists of a minimum of 53 semester hours, and must include THA 201, 205, 207, 221, 222, 233, 241, 308, 344, 443, 444, and 452. Included in the minimum amount of hours is the need to take one credit in THA 177 and four credits in THA 277 before the major is complete, and a minimum of 4 classes (12 credits) from the electives listed below, in this Theatre Arts section. One elective must be designated in the area of performance, and one must be designated as design or technical theatre. The other two electives are of the student's areas of choice.

Theatre Arts Major: 53 Credits

Required Courses

| | |
|---------|---|
| THA 201 | Introduction to Theatre and Dramatic Literature (3) |
| THA 205 | Acting I (3) |
| THA 207 | Theatre Technology I (3) (THA 177 co-requisite) |
| THA 177 | Theatre Technology I Lab (1) (THA 207 co-requisite) |

| | |
|---------|--|
| THA 221 | Theatre History I (3) |
| THA 222 | Theatre History II (3) |
| THA 233 | Introduction to Theatrical Design (3) |
| THA 241 | Acting II - Movement for the Stage (3) |
| THA 308 | Theatre Technology II (3) |
| THA 344 | Directing (3) |
| THA 443 | Junior Seminar (3) |
| THA 444 | Theatre Conservatory (3) |
| THA 452 | Modern Drama (3) |
| THA 277 | Theatre Production for the Main Stage (1) (4 times) = 4 credits (1 Technical Theatre, 1 Box Office/House Administration, 1 Performance/Stage Management, 1 Elective) |

Electives 12 credits (4 classes: 1 Design/Technical Theatre, 1 Performance, 2 of choice)

| | |
|---------------------------|--|
| THA 206 | Oral Interpretation of Literature (3) (Performance Elective) |
| THA 208 | Dance for the Non-Major (3) (Performance Elective) |
| THA 209 | History of American Film I (3) |
| THA 211 | History of American Film II (3) |
| THA 231 | Stage Make-up (Design/Technical Theatre Elective) |
| THA 140, 240, 340, 440 | Selected Topics (1-3) (Either Design/Technical Theatre or Performance Elective, depending on course) |
| THA 243 | Applied Voice (1) (Performance Elective) – Permission of instructor required |
| THA 244 | Class Voice (3) (Performance Elective) |
| THA 250 | Combat for the Stage (3) (Performance Elective) |
| THA 301 | Stage Management (3) (Design/Technical Theatre Elective) |
| THA 305 | Acting III - Advanced Acting (3) (Performance Elective) |
| THA 321 | Historic Costuming for the Stage (3) (Design/Technical Theatre Elective) |
| THA 335 | Children's Theatre (3) (Performance Elective) |
| THA 341 | Musical Theatre Scene Study (3) (Performance Elective) |
| THA 343 | Scenic Design (3) (Design/Technical Theatre Elective) |
| THA 405 | Acting Styles (3) (Performance Elective) |
| THA 430 | Voice and Speech for the Actor (3) (Performance Elective) |
| THA 481/482/483 | Internship (2-6) |
| THA 491/492/493 | Independent Study (1-4) |
| THA 494 | Directed Studies in Theatre (2-4) (Either Design/Technical Theatre or Performance Elective, depending on concentration) |

Theatre Arts Minor: 24 credits.

| | |
|---------|---|
| THA 201 | Introduction to Theatre and Dramatic Literature (3) |
| THA 205 | Acting I (3) |
| THA 207 | Theatre Technology I (3) (THA 177 co-requisite) |
| THA 177 | Theatre Technology I Lab (1) (THA 207 co-requisite) |

| | |
|---------|--|
| THA 221 | Theatre History I (3) |
| THA 222 | Theatre History II (3) |
| THA 277 | Theatre Production (1) – Taken 2 times in any area |

Electives: Any 2 THA designated courses for a minimum total of 6 credits

Theatre Arts (THA) Course Descriptions

THA 105 – Acting for the Non-Major (3)

This course has an emphasis on gaining an appreciation of the art of theatre and acting, and making theatre patronization a lifelong habit, as well as applying the skills of acting to the student's respective major. Particular emphasis is placed on improvisational skills and the release of inhibitions and anxiety often coupled with performance or presenting before a group. Instruction is through monologues and improvisation, resulting in an end of semester performance. This course satisfies the general education requirement in Creative Production.

THA 140, 240, 340, 440 – Selected Topics (1-3)

A study of specialized subject matter not covered by existing courses in the Theatre Arts department. Some Selected Topics courses may have pre-requisite requirements specific to the individual course.

THA 177 – Theatre Technology I Lab (1)

Must be taken with THA 207. This production credit is for work on the production of the main stage. This course is graded on a Pass/Fail basis, but student must log in 40 hours.

THA 201 – Introduction to Theatre and Dramatic Literature (3)

A study of theatre terminology, critical reading, and analysis of plays, as well as analyses of playwrights and their techniques with an emphasis, chronologically, on classic works and writers. This course satisfies the general education requirement in Creative Aesthetics.

THA 205 – Acting I (3)

This course emphasizes acting skills for the student interested in making theatre arts his or her career. Students are introduced to monologue work, improvisational activities, physical and emotional understanding, and scene study. This course satisfies the general education requirement in Creative Production.

THA 206 – Oral Interpretation of Literature (3)

A study and practice of techniques in the analysis, reading, and performance of prose, poetry, and drama before an audience. (This course satisfies the general education requirement in creative production)

THA 207 – Theatre Technology I (3)

Co-requisite: THA 177. A study of the technical aspects of theatre, including Scenic construction, Scenic Painting, Stage Properties, Stage Lighting, Sound, and the proper use of tools and equipment. Students will work on actual stage productions as part of the laboratory THA 177 Lab Class. Students must be enrolled in THA 177 concurrent with THA 207.

THA 208 – Dance for the Non-Major (3)

This course is a study of various dance techniques. The course contains analysis of prominent choreographers, and people in the professional field of dance. This course satisfies the general education requirement in Creative Production.

THA 209 – History of American Film I (3)

Beginning with the silent era thru the late 1960's, this course focuses on the first 50 years of the 20th century. Key films are used in the study of studio systems, directors, actors, and the innovation of the early film industry. This course is cross-listed with FLM 209.

THA 211 – History of American Film II (3)

This is a film history course which begins with the films of the 1970s thru to the modern era. Key films are used in the study of directors, actors, and the innovation of the modern film industry.



THA 221 – Theatre History I (3)

A study of the development of Eastern & Western theatre beginning with theatre's origins in Greece up to the Italian Renaissance. The course examines the evolution of literature, design, performance and the influences of theatre on society in the covered periods. This course satisfies the general education requirement in Creative Aesthetics.

THA 222 – Theatre History II (3)

A study of the development of Western theatre beginning with the Renaissance through Contemporary Western Theatre. The course examines the evolution of literature, design, performance and the influences of theatre on society in the covered periods. This course satisfies the general education requirement in Creative Aesthetics.

THA 231 – Stage Make-up (3)

This course instructs students upon the application of stage make-up and covers all aspects from corrective to fantasy characters. The course is designed to teach students to apply make-up on themselves as well as on others. Students will have to purchase stage makeup for use in class.

THA 233 - Introduction to Theatrical Design (3)

A study of the design fundamentals of Theatre; including Basic CAD Drafting, Scenic Design, Lighting Design, and Costume Design. Emphasis will be placed on the theatrical design process from inception to performance, and the application of the principles and elements of design.

THA 241 – Acting II - Movement for the Stage (3)

Prerequisites: THA 205. An exploration of the use of the actor's body on the stage. Students are introduced to fundamental techniques of character development through study of realistic drama, including scene and character analysis and the use of blocking and gesture in the physicalization of action.

THA 243- Applied Voice (1)

An applied study of vocal technique and Musical Theatre vocal repertoire. Designed to enhance the singing abilities of students at all levels of skill and experience. Fifteen 30-minute lessons. Lab fee required. May not be taken as an audit option. Prerequisite: By Permission.

THA 244- Class Voice (3)

An exploration in the fundamental understanding of standard terms and concepts primarily related to the singing, but also applicable to the speaking voice. Breathing, alignment, vocal production, basic anatomy and coordination will all be covered in this course in an effort to improve vocal production through performance.

THA 250 – Combat for the Stage (3)

Prerequisites: THA 205. Introduces the student to SAFD approved stage combat. The course covers unarmed combat and rapier & dagger, along with incorporation of combat into a dramatic scene with a focus on safety, accuracy, and believability.

THA 277 – Theatre Production (1)

This course is an experiential course based around working on a Flagler College Main or Second Stage production, graded on a Pass/Fail basis. Students will spend a minimum of 40 hours working on the production. A Theatre Arts Major must take this course a minimum of four times, once in each of the following categories: one in box office, one in an area of technical theatre, one in either performance or stage management, and one in an area of student's choice. Theatre Arts minors must complete two THA 277s in any area. All students enrolled in THA 277 are required to complete four hours of work during work weekends for the semesters' productions.

THA 301- Stage Management (3)

This course introduces the principles and practices of theatrical stage management. Industry standard vocabulary will be taught and used with proficiency. Students perform extensive script break down and organization, and focus on skills in production management, organization, show running, and communication.

THA 305 – Acting III - Advanced Acting (3)

Prerequisites: THA 241 or permission of instructor. Geared to developing the professional actor, this course is an advanced working study of acting techniques. This course is an advanced discussion of character development and realization through an examination of more complex and difficult material, including and extending beyond realistic drama. This class is for the more advanced student with its emphasis on preparation for the pursuit of a professional career in theatre.

THA 308 – Theatre Technology II (3)

Prerequisite: THA 207. A study of the mechanical and artistic approach to stage lighting, electrical theory, and instrument utilization. This course is focused on the basics of lighting technology while introducing the student to the standards, practices and techniques of Lighting Design and CAD Drafting. The class will emphasize the practical applications of Stage Lighting. This course requires 15 hours of practical work in the Theater.

THA 321 – Historic Costuming for the Stage (3)

This course focuses on the history of costuming in terms of design, with an emphasis on the understanding of how these areas relate to the overall creation of costume. The period will survey the first garments fashioned by early man through those of the 20th century.

THA 335 – Children's Theatre (3)

Prerequisites: THA 201, THA 205, or by permission of the Chair of the Theatre Arts department. This course provides a practicum experience for students to participate in the execution of a Theatre for Young Audience piece.

THA 341: Musical Theatre Scene Study (3)

Prerequisites: By Permission only. Practical training and experience in Musical Theatre performance. This course will focus on the particular challenges that musical theatre

presents as distinct from non-musical theatre. Performance techniques will emphasize the skills necessary for successful presentation of a musical number by an actor.

THA 343 – Scenic Design (3)

Prerequisites: THA 207, THA 233, THA 308. This course is intended to increase the student's analytical, research, drawing, and spatial problem solving skills by focusing on the design requirements of multiple scenic design projects. This course is a concentrated study of spatial design methods for the theatre. Through multiple projects, students will undertake script analysis, visual research, conceptual design development and application of studio production techniques to create unique scene design solutions. Perspective drawing, rendering, drafting, model building and formal aspects of design presentation will be utilized.

THA 344 – Directing (3)

Prerequisites: THA 241, only open to junior or senior Theatre Arts majors. Seminar in techniques of directing for the theatre. Each student is required to produce a short, one-act play for an audience, as a final project in the course.

THA 405 – Acting Styles (3)

Prerequisites: THA 241. This course exposes students to acting styles in Greek, Elizabethan, and "Comedy of Manners" theatre. The course examines dramatic literature, staging, acting practices, and costuming for each period.

THA 413 – Summer Production Internship (1-4)

Prerequisite: Departmental permission. Practical application of theatrical skills in production. Summer Production requires an intensive rehearsal and performance schedule in a professional situation. Offered select summers only.

THA 430 – Voice and Speech for the Actor (3)

Students receive instruction in the fundamentals of voice and speech production required for performance. Includes study of the International Phonetic Alphabet, basic techniques for proper breathing, sound production, articulation, and projection. Emphasis is on American Standard Pronunciation, with an introduction to dialects.

THA 443 – Junior Seminar (3)

Prerequisites: THA 344. Students will devise and plan their capstone projects to be implemented their senior year. These projects will demonstrate the students' mastery of the various areas of theatre production: performance, design, and technical theatre. Additionally, students will create professional portfolios and websites, and become familiar industry standards and unions, and develop a career plan, for their work following graduation.

THA 444 – Theatre Conservatory (3)

Prerequisites: THA 343, THA 344, THA 433, and open only to seniors majoring in Theatre Arts. This capstone course will build on the work begun in THA 443 Junior Seminar, producing their projects for public performance. The projects will be guided and evaluated

by faculty in the Department of Theatre Arts. Students will receive a small budget toward the creation of their projects, but may expect to encumber some costs depending on the nature of their individual project. Students must pass this class with a minimum grade of C.

THA 452 – Modern Drama (3)

A study of modern plays and playwrights. The class covers analysis, theory, and philosophies of the prominent playwrights from early Modernism, Absurdism, through contemporary works.

THA 481, 482, 483 – Internship (2-6, 2-6, 2-6)

An internship at a recognized Theatre Company or Entertainment Production Company in a practical or experiential course of study. Number of required practical hours is based upon approved credit hours taken. This course is graded on a Pass/Fail system.

THA 491, 492, 493 – Independent Study (1-4, 1-4, 1-4)

Individualized actualized projects in theatre proposed by students to focus on a specific project.

THA 494 – Directed Studies in Theatre (2-4)

Individualized upper division advanced projects or classes under supervision of a full-time faculty member. Directed Studies may include: Assistant Scene Designer, Assistant Light Designer, Assistant Costume Designer, Audio Design, Assistant Director, or Dramaturgy.

Women's Studies (WMS)

Women's Studies Minor: The Women's Studies minor at Flagler College is an interdisciplinary program that investigates how our lives are affected by gender, race, class, age, sexuality, religion, gender identity, and nationality. Choosing from a variety of courses spanning departments, disciplines, and ideologies, students will learn the importance of understanding gender and sexuality as elements of wider social and political structures of power, knowledge, experience, culture, intimacy, and labor. The introductory core course (WMS 101) encourages students to develop critical thinking skills and an appreciation for the range of theoretical frameworks and methodologies present in contemporary feminist scholarship. Upper-level courses draw on the humanities, arts, social sciences, and natural sciences to explore the broad range of intellectual questions concerning the construction of women, gender, and sexuality in different social, cultural, political, economic, aesthetic, and historical contexts by combining methods and insights of traditional academic disciplines with innovations in interdisciplinary feminist scholarship.

The Women's Studies minor requires a minimum of 18 hours, including the required WMS 101 and a choice of five electives from COM 334, COM 335, ENG 333, ENG 354, HIS 355, PHI 335, REL 423, PSY 368, SOC 210, SOC 315, SOC 350, SOC 355, WMS 340, and WMS 491, 492, 493.

Women's Studies (WMS) Course Descriptions

WMS 101WI – Introduction to Women's Studies (3)

This course is designed to provide an introduction to some of the gender issues that affect each of us personally, socially, culturally, economically, and politically. It explores the origins of our current views of gender, considers gender as a social construct, and examines feminism and feminist analysis, its history and its current status. It also looks at the ways that gender influences families, work, law, popular culture, self-image, and sexuality.

WMS 340 – Selected Topics (3)

Prerequisite: Sophomore standing. A specialized course offering, which will include emphasis on an issue or issues, related to women's studies.

WMS 491, 492, 493 – Independent Study (1-3, 1-3, 1-3)

Prerequisites: Minimum 3.0 cumulative GPA, consent of instructor, and approval of the coordinator of the Women's Studies minor. Intensive study of one or more significant theorists, events or periods, or issues. Designed for students of proven superior ability who wish to study on an independent basis outside the classroom. This course is graded on a letter grade system.

Youth Ministry (RST)

Youth Ministry Minor: The Youth Ministry minor is a program of study intended to prepare students intellectually and experientially for a wide variety of ministerial and church-related vocations, religious studies, and seminary. In addition to courses specifically devoted to the theology and skills of ministry, the minor also provides opportunities for supervised fieldwork and training in areas such as Young Life, local churches, and other institutions, agencies, or organizations that are pastoral in nature. Students also benefit from the encouragement and nurturing available from faculty and staff connected to the program and from advisement concerning vocational opportunities. The Youth Ministry minor requires 21 semester hours consisting of the following:

Required Courses (12 credit hours)

| | |
|---------|------------------------------------|
| RST 101 | Introduction to Youth Ministry (3) |
| RST 202 | Youth Ministry Skills II (3) |
| RST 401 | Pastoral Counseling (3) |
| RST 470 | Christian Disciplines (3) |

Choose 1 Internship (3 credit hours)

| | |
|---------|------------------|
| RST 481 | Internship (1-6) |
| RST 482 | Internship (1-6) |
| RST 483 | Internship (1-6) |

Electives (6 credit hours)

| | |
|---------|---------------------------------------|
| REL 101 | Introduction to the Old Testament (3) |
| REL 102 | Introduction to the New Testament (3) |

| | |
|---------|---|
| REL 111 | World Religions (3) |
| REL 212 | History of Christianity (3) |
| REL 301 | Pauline Literature (3) |
| REL 302 | Christian Ethics (3) |
| REL 312 | A Study of the Four Gospels (3) |
| REL 317 | Philosophy of Religion (3) |
| REL 321 | The Apocalypse in Scripture and Society (3) |
| REL 335 | Religion and Film (3) |
| REL 340 | Selected Topics (1-6) |
| REL 411 | Contemporary Theological Thought (3) |
| REL 423 | Medieval Religion and Culture (3) |
| REL 430 | Jesus of Nazareth (3) |
| REL 440 | Selected Topics (1-6) |

Youth Ministry (RST) Course Descriptions

RST 101 – Introduction to Youth Ministry (3)

A course designed to acquaint students with the challenges and opportunities of ministry with youth. The academic focus will be a theological examination of calling, ministry and gifts, and an introduction to the adolescent youth culture. The practical focus will be upon the various areas of youth ministry, including field experience and observation.

RST 201 – Young Life and Youth Ministry Skills (3)

Prerequisite: RST 101. A survey of the history, purpose, theology, organization and ministry of Young Life, and the teaching of skills for use in Young Life and other ministries with youth.

RST 202 – Youth Ministry Skills II (3)

Prerequisite: RST 101. A practical course designed to provide advanced study of youth ministry in church settings and to teach specific skills required for ministry to youth, such as organization of youth groups, nurturing youth, etc.

RST 240 – Selected Topics (3-6)

Offered when needed.

RST 340 – Selected Topics (1-6)

Selected Topics offers students opportunities for study in areas of Youth Ministries that are outside those offered in the catalog.

RST 401 – Pastoral Counseling (3)

A study of the spiritual and psychological basis for effective counseling and ministry.

RST 440 – Selected Topics (1-6)

Selected Topics offers students opportunities for study in areas of youth Ministries that are outside those offered in the catalog.

RST 470 – Christian Disciplines (3)

Prerequisites: RST 101 and RST 202. Through both the study and practice of the classical Christian disciplines, the student has the opportunity for deepening his/her spiritual life and learning methods of nurturing others. Areas covered are meditation, worship, community, celebration, etc.

RST 477 – Research Assistant (1)

Prerequisite: Permission of instructor. An opportunity to work under the direct supervision of department faculty who are currently conducting research. Activities may include the development of research strategies, collection of data/observations, analysis of findings, and other research activities. This course is graded on a Pass/Fail system.

RST 481, 482, 483 – Internship (1-6, 1-6, 1-6)

Prerequisite: Permission of instructor. A wide diversity of internship possibilities are available to students that provide hands-on participation in a number of areas pertaining to youth ministry. Students should work together with the Youth Ministry faculty in arranging an internship, for there are multiple and detailed requirements demanded of the internship. This course is graded on a Pass/Fail system.

RST 491, 492, 493 – Independent Study (1-6, 1-6, 1-6)

Study in a special area of student interest, subject to departmental approval and supervision. This course is graded on a letter grade system.

Master of Arts Program in Education, Deaf and Hard of Hearing

2017-2018 Graduate Program Calendar

FALL SEMESTER 2017

Fall Session 1 - August 21 - October 15 (Last day to add and/or drop courses without grade: August 28)

Fall Session 2 - October 16 - December 8 (Last day to add and/or drop courses without grade: October 23)

December - January College Closed

SPRING SEMESTER 2018

Spring Session 1 - January 2 - February 25 (Last day to add and/or drop courses without grade: January 9)

Spring Session 2 - February 27 - April 22 (Last day to add and/or drop courses without grade: March 6)

SUMMER SESSION 2018

Summer Session 1 - April 24 - June 9

Summer Session 2 - June 12 - August 4

* Summer Practicum Dates TBD

The Master of Arts Program in Education, Deaf and Hard of Hearing is based on our belief that effective teaching settings require knowledge of specialized curriculum, barrier-free communication, specific methodologies for an increasingly diverse population of students, and a respect for Deaf Culture and parental input regardless of the child's educational placement and linguistic preferences. For this reason, course offerings focus on Bilingual, Bimodal, and Bicultural options for all children who are Deaf or Hard of Hearing (D/HH) including those with additional physical and learning disabilities. Specific emphasis is given to the instructional skills necessary to successfully teach students who demonstrate a mix of communication and linguistic characteristics but are placed in a single class or caseload. Courses will be offered through distance learning as well as a single summer residency required for all students. The intention of the hours completed in summer residence is to provide an opportunity for practicing teachers in low incidence programs to take advantage of needed coursework, to become part of a community of learners, and to access support services they may need to successfully complete their program. Providing this broader educational experience for our students insures that they continue to be current in the use of evidence-based practices that can be applied in all educational environments.

The core of the Master of Arts Program in Education, Deaf and Hard of Hearing is comprised of 10 courses for a total of 30 hours. In addition to the core, the program offers two endorsement areas: Teaching American Sign Language in the Public Schools and Teaching Students with Severe and Profound Disabilities. These endorsements provide practicing teachers, graduates of Flagler's undergraduate program, and individuals pursuing additional endorsements but not wishing to matriculate in the Master of Arts Program, the opportunity to satisfy their professional growth needs. Students will be expected to complete practicum requirements as a component of methods courses included in their program. The Master of Arts core program is comprised of 9 courses, or 27 hours of coursework, and one semester of thesis work. Endorsements are typically defined by 5 specific courses and, must adhere to the educational standards of the state of Florida. Full time students should matriculate in the fall semester; part time students may begin any semester.

Because students come to this program with different skill levels in American Sign Language (ASL), educational backgrounds, and different professional goals, a menu of courses will be available to them to support their individual studies. Courses are eight week intensive terms with two sessions offered each semester. The educational backgrounds of some students may require they take additional coursework to fully benefit from the program. For example, if students are admitted to the program with marginal American Sign Language skills, they would be expected to take additional ASL courses and/or pursue additional training opportunities.

Mission: The Master of Arts Deaf and Hard of Hearing Program at Flagler College is committed to excellence within the discipline of deaf studies and education by providing quality graduate instruction in pedagogy that is culturally and linguistically accessible to empower deaf students and the deaf community.

Vision: The graduate Deaf Education program at Flagler College aims to develop high quality teachers and related service providers who work with deaf and hard of hearing (D/HH) students and seeks to develop competencies to the highest level for professionals who will become lifelong learners, engaged in continuous improvement of their teaching and related service knowledge and skills to positively impact their students, clients, and professional colleagues and ensure equal opportunity of learning for all students with hearing loss.

Philosophy and Practice: knowledge of curriculum and instruction in both regular and special education classrooms. To this end, the program focuses on bilingual/bicultural programming, auditory/oral programming, and instruction of children who are deaf and hard of hearing but also experience additional physical and learning disabilities. The Master's program in education of the D/HH at Flagler College is committed to preparing qualified educators to meet the needs of an increasingly diverse population of children who are deaf and hard of hearing. Please note, this is NOT an initial certification program.

Courses will be taught through distance learning with a single summer residence required for all degree seeking students.

Admission Policies: Students may enter the graduate program as either degree seeking students (pursuing a MA degree) or as non-degree seeking students (pursuing courses for certification, endorsements, and/or professional development).

Flagler College undergraduate students who wish to pursue the master's degree: Students who are enrolled in Flagler as undergraduate education of the D/HH majors are eligible to enroll in up to four courses which may apply to their master's degree. These four courses have differentiated outcomes for graduate students and undergraduate students and are available to students who meet the prerequisites for each class and who have a 3.0 GPA. Candidates who wish to enroll as graduate students in these courses must complete graduate requirements as presented in the syllabus and earn a 3.0 or higher in each course.

These courses are:

| | |
|-----------------|---|
| EDD 473/EDD 562 | Instructional Methods of Teaching Content to students who are D/HH |
| EDD 470/EDD 560 | Instructional Methods of Teaching Reading and Language to Students who are D/HH |
| EDD 476/EDD 567 | Curricular Issues in Content and Reading in the Deaf Education Classroom |
| EDD 348/EDD 548 | ASL in the Classroom Setting |

Flagler College students should submit applications the fall of their senior year if they wish to take cross listed courses. Applications should include:

1. A complete transcript of undergraduate work with evidence of GPA of 3.0.
2. A letter of recommendation from a current Flagler faculty member.
3. A personal Statement of no more than two pages, typed in a professional 12- point font, explaining their goals in pursuing the advanced degree.
4. 4. Completion of the graduate school application which may be found online through MyFlagler.edu.

They are notified of an admission decision prior to December and, if accepted, begin the program after receiving their baccalaureate degree from Flagler. Like freshman applicants to Flagler, they are required to have a combined score (Critical Reading plus Mathematics) of at least 1010 on a single administration of the SAT or a composite score of at least 21 on the ACT to gain entry to their original undergraduate program.

For candidates who have a bachelor's degree in education of the D/HH or a related field:

1. A Bachelor's Degree from an accredited institution. Applicants must submit an official transcript from the institution from which they earned their degree.
2. GPA of 3.0 for the final 60 hours of coursework.
3. A personal statement of no more than two pages, typed in a professional 12-point font, addressing the following topics:
 1. The qualities the applicant feels they possess which would support their success in the Master of Arts Degree and/or the Endorsement programs.
 2. The goals the applicant has for their studies in the program.
4. A current resume.
5. Access to a working environment with children who are deaf/hard of hearing.
6. 6. Three letters of recommendation (One of these letters must be from the applicant's current supervisor).
7. An American Sign Language Proficiency Interview (ASLPI) score of 2.5*.
8. Completion of the Graduate application which may be found online at MyFlagler.edu.

* All students applying to the master's program are required to sit for the American Sign Language Proficiency Interview and score level 2.5 in order to be admitted to the program. Information concerning this instrument, scheduling and preparation may be found at <http://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi>

Students who do not demonstrate acceptable proficiency are expected to enroll in additional coursework separate from the program curriculum to reach acceptable proficiency at an additional cost to the student. Information regarding the scheduling of

the ASLPI may be found online through the following link: <http://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi>

For non-degree seeking students:

1. Completion of an application form.
2. Official transcript.
3. Students wishing to receive an endorsement in Teaching ASL in the Public Schools also must provide evidence of an ASLPI score of 2.5. More information may be found at MyFlagler.edu.

Acceptance of Academic Credit:

- A maximum of 9 credits of high-quality graduate work done at a regionally accredited U.S. institution or an officially recognized degree-granting international institution may be applied toward the requirements for a master's or doctoral degree. However, credits earned to complete a previous master's degree elsewhere may not be applied to the Flagler graduate degree. All hours must be completed prior to enrolling in the Flagler master's program.
- Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser, the program director, and the Vice President of Academic Affairs.
- Transfer credits must meet the following criteria:
 - Must have been earned at a regionally accredited U.S. institution or an officially recognized degree-granting international institution;
 - Must be of "A" or "B" grade value ("B-" grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least "B" quality);
 - Must appear on an official graduate transcript;
 - Must be earned within the five years prior to the date of registration to the degree program at Flagler.
- If transferring credits from a university/college that is on quarter hours, quarter hours are converted to semester hours by multiplying the number of quarter hours by two-thirds.

The Master's Program: The proposed master's degree in Education of the D/HH is comprised of 10 courses for a total of 30 hours (three hours of which are devoted to the development of a research project). Students enrolling in the Master's Program should be aware that in order to graduate with a Master's Degree, the program requires all grades to be a B (3.0) or better. Courses are offered through the CANVAS INSTRUCTURE learning management system. A course demonstration site is available at <https://community.canvaslms.com/docs/DOC-3486>. Upon enrolling in the program, students receive training in this tool.

In addition to the core, the program offers two endorsement areas:

- Teaching American Sign Language in the Public School
- Severe and Profound Disabilities

Teaching American Sign Language in the Public Schools: Required Courses

| | |
|---------|---|
| EDD 509 | Foundations in the Education of Students who are D/HH: History and Trends (3) |
| EDD 525 | The Linguistics of American Sign Language (3) |
| EDD 544 | American Sign Language Literature (3) |
| EDD 565 | Methods of Teaching ASL (3) |
| EDD 548 | ASL in the Classroom (3) |

Severe and Profound Disabilities: Required Courses

| | |
|---------|--|
| ESE 547 | Developmental Assessment of Students with Severe and Profound Disabilities (3) |
| ESE 502 | Instructional Strategies for Teaching Students with Severe and Profound Disabilities (3) |
| ESE 555 | Practicum in Working with Students with Severe and Profound Mental Disabilities (3) |
| ESE 550 | Collaboration for Low Incidence Populations (3) |

Core Requirements of the MA Program:

All master's degree students are required to take the following courses:

| | |
|---------|--|
| EDD 545 | Practicum in Working with Students who are D/HH (Summer Residence) (3) |
| EDD 557 | Spoken Language Facilitation (3) |
| EDD 555 | Auditory Development with D/HH children (3) |
| EDD 515 | Introduction to Research (3) |
| EDD 570 | Action Research for the Classroom Teacher (3) |

Additional requirements for MA candidates who enter the program without either certification or a degree in Education of the D/HH

| | |
|---------|---|
| EDD 509 | Foundations of Education of the Deaf and Hard of Hearing: History and Trends (3) |
| EDD 560 | Instructional Methods of Teaching Reading and Language with students who are D/HH (3) |
| EDD 562 | Instructional Methods of Teaching Content to Students who are D/HH (3) |
| EDD 512 | Language and Communication Development Among Students who are Deaf/HH (3) |

Elective Courses:

| | |
|---------|--|
| EDD 550 | Visual English Systems (3) |
| EDD 544 | American Sign Language Literature (3) |
| EDD 565 | Methods of Teaching American Sign Language (3) |
| EDD 525 | Linguistics of American Sign Language (3) |
| EDD 530 | Working with Diverse Students who are D/HH (3) |
| ESE 568 | Instructional Methods of Teaching Students with Severe and Profound Disabilities (3) |
| ESE 550 | Collaboration for Low Incidence Populations (3) |
| ESE 555 | Practicum in Working with Students with Severe and Profound Disabilities (3) |
| ESE 547 | Developmental Assessment of Students with Severe and Profound Disabilities (3) |
| EDD 540 | Selected Topics (1-3) |
| SLS 501 | Advanced Competence in American Sign Language (3) |

Master of Arts Program in Education, Deaf and Hard of Hearing Course Descriptions

Required Courses:

EDD 509 - Foundations in the Education of Students who are D/HH: History and Trends (3)

Philosophical approaches to education of the Deaf and Hard of Hearing, psychological characteristics of Deaf and Hard of Hearing populations, and social adaptation of Deaf and Hard of Hearing individuals will be discussed. History of the education of the Deaf and Hard of Hearing will be reviewed as it relates to current practices and attitudes.

EDD 512 - Language and Communication Development with Students who are D/HH (3)

A comprehensive study of psycholinguistic and developmental process of language and communication in both typically developing children as well as children who are Deaf or Hard of Hearing. This course will address current theory and research focused on the development of language and speech of students who are Deaf or Hard of Hearing both with and without additional disabilities. Additionally, interactive language and communication patterns across diverse cultures and how they influence and contribute to communication and social interactions will be addressed.

EDD 515 - Introduction to Research Seminar (3)

This course is designed as a graduate-level survey of commonly used qualitative and quantitative research methodologies in special education with emphasis on action research. Focus will be on case-study research or single-case design with a goal of emphasizing the importance of “teachers as consumers of educational research” as well as hands-on experience with designing and conducting research in the class setting.

EDD 525 - The Linguistics of American Sign Language (3)

Prerequisite SLS 501. A course designed to introduce students to linguistic elements such as phonology, morphology, syntax, semantics and sociolinguistics. The elements will be applied to American Sign Language (ASL) and compared to linguistic features of English. Understanding the differences between ASL and English linguistics, application of linguistic features to a discourse, and usage of critical thinking to evaluate produced tests are goals of the course.

EDD 530 - Working with Diverse Students who are D/HH (3)

This course is designed to equip professionals who work with D/HH individuals with significant learning and communication challenges including deaf/blind, autism, and developmental disabilities with strategies and best practices for use in their classroom.

EDD 555 - Auditory Development with Children who are D/HH (3)

Evidenced based procedures and techniques utilized by professionals in the auditory – verbal field will be the focus of this course. In addition, this course addresses the history and philosophy of spoken language development in children who are D/HH and focuses on listening processes and auditory development in these children.

EDD 557 - Spoken Language Facilitation (3)

Prerequisite EDD 555. This course focuses on the assessment procedures, interventions and strategies for developing spoken language in naturalistic and school settings with children who are Deaf and Hard of Hearing. Course goals are developed from the Principles of A-V Therapy/Education and The Listening and Spoken Language Evaluation Guidelines (A.G.Bell)

EDD 560 - Instructional Methods of Teaching Reading and Language to D/HH Students (3)

This course focuses on the principles and strategies for developing English language proficiency in Deaf and Hard of Hearing students. Particular emphasis is on the integration of English instruction with academic content in a bilingual/bimodal environment. This course is cross listed with EDD 470.

EDD 562 - Instructional Methods of Teaching Content to Students who are D/HH (3)

This course focuses on curriculum standards in mathematics, science, and social studies as well as methods, materials, and media for teaching these subjects to students who are Deaf and Hard of Hearing and evaluating their achievement in content subjects. Particular emphasis will be placed on the use of visual, enactment, and experiential strategies to facilitate the learning process for student who are Deaf and Hard of Hearing. This course is cross listed with EDD 473.

EDD 570 - Action Research for Teachers (3)

Prerequisite: EDD 515. This course is designed to allow students the opportunity to complete their action research project/thesis with supervision from their instructor.

SLS 501 - Advanced Competence in American Sign Language (3)

This course is designed to be an advanced study of American Sign Language with an increased emphasis on expressive skills, receptive skills, linguistic knowledge and integration of cultural behaviors in conversational settings. Topics covered in this course will focus on the use of classifiers in ASL narratives, ASL mouth morphemes, grammatical structures and ASL vocabulary.

Additional courses offered:**EDD 540 - Selected Topics (1-3)**

Seminars investigating or exploring topics in education not covered in other courses, issues emerging in the field or specific study of an area related to content of the MA degree which allows student and instructors to collaborate on research applications.

EDD 544 - American Sign Language Literature (3)

This course is an introduction to American Sign Language Literature as captured through performances of poetry, storytelling, drama, jokes, and all social and cultural contexts and as expressions of the Deaf experience and literary form.

EDD 545 - Practicum in Working with Students who are D/HH (3-6)

This is a course that provides students with the opportunity to complete 3-6 semester hours of field study in a supervised experience with students who are deaf or hard of hearing. Offered during summer residency, students will provide direct support to D/HH students and to peers in the MA program.

EDD 548 - ASL in the Classroom Setting (3)

ASL use in the classroom setting is designed for students to improve their American Sign Language (ASL) vocabulary and conceptual accuracy for a variety of content areas in the K-12 setting. Additionally, the course will provide educational techniques for teaching children and adults with a variety of hearing losses in different school settings, while encouraging students to establish an accessible bilingual classroom environment.

EDD 550 - Visual English Systems (3)

This course is designed to provide the student with the knowledge and skills to apply various manually coded systems for the purpose of visually representing English: These systems include SEE II, Signed English, Visual Phonics, and Cued Speech.

EDD 565 - Methods of Teaching American Sign Language (3)

Prerequisite: EDD 525. This course focuses on theories and practices guiding teachers who are teaching American Sign Language (ASL as L2 across multiple instructional settings elementary through post-secondary levels). Materials, media, methods and

curriculum for ASL are examined and evaluated for possible use. Students study ESOL techniques, Natural Methods (Authentic Learning), immersion and use videos, translation opportunities and conversational routines that produce strong instructional results in the classroom.

EDD 567 - Curricular Issues in Content and Reading in the Deaf Education Classroom (3)

This course emphasizes reading methodologies and best practices when teaching the content areas (e.g. social studies, mathematics, science, etc. The course will focus on the use of expository reading materials at all levels (K-12) with specific attention to adolescent readers who are D/HH in the middle and high school grades. This course is cross listed with EDD 476 Curriculum Development for the D/HH.

ESE 568 - Instructional Methods for Students with Behavioral and Learning Disabilities (3)

This course is designed to prepare teachers to work with students with behavioral and learning disabilities using evidence-based practices in all content areas, appropriate assessment strategies to monitor and guide instructional practices, and organizational procedures to meet the needs of these students.

Requirements for Teaching American Sign Language in Public School Endorsement:

Prerequisite to Program: Demonstrated Proficiency in Advanced ASL.

EDD 509 - Foundations in the Education of Students who are D/HH: History and Trends (3)

Philosophical approaches to education of the Deaf and Hard of Hearing, psychological characteristics of deaf and hard of hearing populations, social adaptation of Deaf and Hard of Hearing individuals will be discussed. History of the education of the Deaf and Hard of Hearing will be reviewed as it relates to current practices and attitudes.

EDD 525 - The Linguistics of American Sign Language (3)

Prerequisite: SLS 501. A course designed to introduce students to linguistic elements such as phonology, morphology, syntax, semantics and sociolinguistics. The elements will be applied to American Sign Language (ASL) and compared to linguistic features of English. Understanding the differences between ASL and English linguistics, application of linguistic features to a discourse, and usage of critical thinking to evaluate produced tests are goals of the course.

EDD 544 - American Sign Language Literature (3)

This course is an introduction to American Sign Language Literature as captured through performances of poetry, storytelling, drama, jokes, and all social and cultural contexts and as expressions of the Deaf experience and literary form.

EDD 548 - ASL in the Classroom Setting (3)

ASL use in the classroom setting is designed for students to improve their American Sign Language (ASL) vocabulary and conceptual accuracy for a variety of content areas in the K-12 setting. Additionally, the course will provide educational techniques for teaching children and adults with a variety of hearing losses in different school settings, while encouraging students to establish an accessible bilingual classroom environment. This course is cross-listed with EDD 448.

EDD 565 - Methods of Teaching American Sign Language (3)

Prerequisite: SLS 501 and EDD 525. This course focuses on theories and practices guiding teachers who are teaching American Sign Language (ASL as L2 across multiple instructional settings elementary through post-secondary levels). Materials, media, methods and curriculum for ASL are examined and evaluated for possible use. Students study ESOL techniques, Natural Methods (Authentic Learning), immersion and use videos, translation opportunities and conversational routines that produce strong instructional results in the classroom. This course is cross listed with EDD 348.

Requirements for Teaching Students with Severe and Profound Disabilities Endorsement:

Prerequisite for endorsement: must have a Bachelor's Degree in ESE, EDD or Education.

ESE 502 - Instructional Strategies for Teaching Students with Severe and Profound Disabilities (3)

This 3 credit course meets the Specialization Requirement for Endorsement in Severe or Profound Disabilities-Academic Class. The purpose of this course is to provide students with the knowledge and understanding of the characteristics and needs of individuals with severe disabilities. The text will be used as a springboard to connect with texts, persons and organizations (TASH, & AAIDD) that have shaped our current ways of understanding, valuing and supporting people with severe disabilities, their families and their cultures. Assignments will include inquiry into current research and evidence-based practice in areas such as biomedical intervention, assistive technology, and programs, services and intervention/teaching strategies for individuals with severe disabilities at various points in the lifespan.

ESE 547 - Developmental Assessment of Students with Severe and Profound Disabilities (3)

Prerequisite: ESE 502. The student will develop skills in understanding and planning collaborative assessments which are essential in developing intervention strategies to help students with profound disabilities. The intent of this course is to link assessment with instructional planning with special attention to the development of the Multidisciplinary Evaluation Report (ER) and the Individualized Education Program (IEP).

ESE 550 - Collaboration for Low Incidence Populations (3)

Prerequisite: 502. The student will learn interdisciplinary teaming strategies for teaching with severe/profound disabilities, to include: identifying and utilizing available resources; recognizing the role of parents, teachers, and other professionals and incorporating them into the treatment and instructional team; employing a functional community-based curriculum; teaching employability skills; and transition planning for post-school life.



The Ringhaver Student Center provides areas for student interaction outside of the classroom, with three lounges, game tables, a food court, the College Bookstore, classrooms, and a large multipurpose room.



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Students are surrounded by the unique historic buildings of Flagler College, hailed as one of the best examples of Spanish-Moorish Renaissance architecture in the world.



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 B.S., Salisbury State University
 M.A., Salisbury State University
 Ed.D., Nova Southeastern University
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 M.B.A., Mississippi College
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 J.D., University of Georgia
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 M.F.A., Kent State University
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 M.J., Temple University
- KELLY ENRIGHT Assistant Professor, History
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 Ph.D., Rutgers University
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 M.S.Ed., Western Maryland College Deaf and Hard of Hearing
 Ph.D., Temple University
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 B.S., Florida State University
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 M.A., The Colorado College
 M.A.M., Auburn University
 Ph.D., Auburn University

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 M.B.A., Benedictine University
 D.B.A., Nova Southeastern University
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 B.A., The University of Iowa Coordinator, Journalism and
 M.F.A., The University of Iowa Media Production



The Flagler College campus, in the nation's oldest city, is within walking distance to the restoration area and other historic points where students love to spend their free time relaxing and socializing.

- CALVIN HUNTER Associate Professor, Department Chair, Sport Management
 B.S., Guilford College
 M.S., Georgia Southern University
 Ph.D., United States Sports Academy
- MICHAEL G. INSALACA Assistant Professor, Math and Technology
 B.A., University of Florida
 M.Ed., University of Florida
 Ph.D., Union Institute and University
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 Director, Criminology Program
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 M.S.W., University of Houston
 M.S., Nova Southeastern University
 Ph.D., Nova Southeastern University
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 Coordinator, Language Laboratory
 B.A., Flagler College
 M.A., Middlebury College
- TIMOTHY J. JOHNSON Craig and Audrey Thorn Distinguished Professor, Religion
 B.A., St. Louis University
 S.T.B., Theological Faculty of St. Bonaventure
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 S.T.D., Gregorian University
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 B.A., Carleton College
 M.F.A., Johns Hopkins University
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 Ph.D., Central Michigan University
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M.Ed., Slippery Rock University and Director of Special Programs
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B.A., Flagler College
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B.A., Flagler College

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| TRACY SHILLIDAY | Senior Accountant |
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| B.S., Farleigh Dickinson University | |
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| B.A., Flagler College | |
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 M.S., Keene State College

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 B.S., University of Georgia

BLAKE SELLAND Assistant Men's Basketball Coach
 B.S., Shorter College

MATT AFFOLDER Volleyball Coach
 B.S., Indiana State University

THOMAS HIPP Head Men's Tennis Coach &
 M.S./M.B.A., Barry University Director of Flagler College Tennis Center

RODRIGO PUEBLA Head Women's Tennis Coach
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ERIKA LANG-MONTGOMERY Head Women's Basketball Coach
 B.S., University of Florida

SPECIAL JENNINGS Assistant Women's Basketball Coach
 B.S., Xavier University

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| SANTIAGO CAVANAGH B.A., Lincoln Memorial University | Director of Golf |
| JOHN LYNCH M.A., Bloomsburg University | Head Men's Soccer Coach |
| ASHLEY MARTIN M.A., National University | Head Women's Soccer Coach |
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| BRAD HERNANDEZ B.A., Flagler College | Fitness Center Supervisor |
| CULLEN FRIDLEY M.S., Delta State | Director of Sports Medicine |
| AERIAL TIRADO B.S., ACT, LAT, University of South Florida | Associate Athletic Trainer |
| ANNA RIDDER B.S., University of South Florida | Assistant Athletic Trainer |
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| SARAH HERNANDEZ B.A., Flagler College | Cheerleading Coach |
| KAREN D. HUDGINS | Administrative Assistant to the Athletic Director/ Senior Woman Administrator (SWA) |

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Students enjoy the lush surroundings that encompass the college's campus.



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