

FLAGLER COLLEGE

ST. AUGUSTINE, FLORIDA



CATALOG
2013 -2014



FLAGLER COLLEGE

CATALOG AND ANNOUNCEMENTS BULLETIN 2013-2014



Accredited by the
Southern Association of Colleges and Schools
Commission on Colleges



The centerpiece of the Flagler College campus is the former Hotel Ponce de Leon, a grand resort built in 1888 by Henry M. Flagler, industrialist, oil magnate, land developer, and railroad pioneer.



THE CATALOG

The 2013-2014 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.

It is the policy of Flagler College not to discriminate in its admissions program, academic programs, 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.



Dr. William T. Abare, Jr.
PRESIDENT

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Flagler College ... at a glance

<i>Type:</i>	Four year, coeducational, residential
<i>Control:</i>	Independent, nonsectarian
<i>Accreditation:</i>	Southern Association of Colleges and Schools Commission on Colleges
<i>Enrollment (Fall 2012):</i>	2,588 students; 1,035 men and 1,553 women
<i>Geographical Distribution:</i>	63.09% of the students are from Florida while the remaining students come from 43 other states and 38 foreign countries.
<i>Degrees:</i>	Bachelor of Arts Bachelor of Fine Arts
<i>Academic Programs:</i>	Majors - Accounting, Art Education, Art History, Business Administration, Coastal Environmental Science*, Deaf Education, Economics, Elementary Education, English, Exceptional Student Education, Fine Arts, Graphic Design, History, International Studies, Journalism and Documentary Production, Latin American Studies/Spanish, Liberal Arts, Media Studies, Philosophy/Religion, Political Science, Psychology, Secondary Education, Sociology, Spanish, Sport Management, Strategic Communication (PR), Theatre Arts. Minors - Accounting, Advertising, Anthropology, Art History, Business Administration, Communication and Media, Creative Writing, Criminology, Economics, English, Environmental Science, Finance, Fine Arts, Graphic Design, History, Honorable Entrepreneurship, Illustration, International Studies, Journalism and Documentary Production, Latin American Studies/Spanish, Latin American Studies, Marketing, Mathematics, Media Studies, Philosophy, Political Science, Pre-Law, Psychology, Public History, Religion, Sociology, Spanish, Theatre Arts, Youth Ministry.
<i>Calendar:</i>	Two 16-week semesters

<i>Student-Faculty Ratio:</i>	17.3 to 1
<i>Average Class Size:</i>	20 students; more than 99.5% of all classes have 39 or fewer students.
<i>Library:</i>	96,921 printed volumes, 151,668 electronic books, 5,176 audiovisual items, 1,830 microforms, 465 periodicals, and five newspapers, plus subscriptions to 65 electronic databases providing access to over 33,000 full-text periodicals.
<i>Campus:</i>	The main building is Ponce de Leon Hall, which is listed on the National Register of Historic Places. 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.
<i>Yearly Cost (2013-2014):</i>	Tuition and fees - \$16,180; room - \$4,290; meals - \$2,690 to \$4,490.
<i>Community:</i>	Famous, historic tourist center; oldest city in the United States; the population for the City of St. Augustine is 12,000, and the population for St. Johns County is 187,000.
<i>Location:</i>	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.
<i>Intercollegiate Sports:</i>	Men - baseball, basketball, cross country, golf, soccer, tennis. Women - basketball, cross country, golf, soccer, softball, tennis, volleyball.
<i>Athletic Membership:</i>	Member of the National Collegiate Athletic Association Division II (NCAA II)

* This major is pending approval by SACS COC.

2013-2014 College Calendar

FALL SEMESTER 2013:

August	24	New Students Arrive, Orientation Begins
	25-28	Returning Boarding and Non-Boarding Students Arrive and Complete Final Registration (10:00a.m. - 5:00p.m.)
	28	Convocation (Lewis Auditorium)
	28	Registration for Part-Time Students (8:00a.m. – 4:00p.m.)
	29	Fall Semester Classes Begin
September	5	Last Day to Add and/or Drop Courses Without Grade
	23-27	Quiet Week
October	10	Registration materials for Spring Semester and Summer Term 2013-2014 Distributed to Advisors
	11-28	Available dates for Academic Advisement for Spring Semester 2013-2014
	14	Columbus Day (Classes Cancelled)
	19	Campus Visitation for Prospective Students & Their Parents
	28-Nov.2	On-line Pre-registration for Spring Semester 2013-2014
November	1-3	Family Weekend
	7	Last Day to Drop a Course with a W
	9	Campus Visitation for Prospective Students & Their Parents
	27	Classes Cancelled after 3:50p.m.
	28-29	Thanksgiving Holiday (College Closed)
December	6	Reading Day – no classes held
	9-12	Final Examinations
	12	Fall Semester Ends
	13	Residence Halls Close at 11:00a.m.
	14	Fall Commencement Ceremony at 9:00a.m. - Gymnasium
	18	Fall Semester Grades Due at 10:00a.m.
	24-Jan.1	College Closed

SPRING SEMESTER 2014:

January	2	College Opens
	11	New Students Arrive, Orientation Begins
	12-13	Returning, Boarding and Non-Boarding Students Arrive and Complete Final Registration

January (cont)	13	Registration for Part-Time Students (8:00a.m. – 4:00p.m.)
	14	Spring Semester Classes Begin
	20	Martin Luther King Day (College Closed)
	21	Last Day to Add and/or Drop Courses Without Grade
February	4	Study Day – no classes held
	10-14	Quiet Week
March	18	Classes Cancelled after 3:50p.m.
	19-21	Spring Break (Classes Cancelled)
	24	Registration materials for Fall Semester 2014-2015 Distributed to Advisors
	25-Apr.11	Available dates for Academic Advisement for Fall Semester 2014-2015
	27	Last Day to Drop a Course with a W
	29	Campus Visitation for Prospective Students & Their Parents
April	14-18	On-line Pre-registration for Fall Semester 2014-2015
	16	Honors Day
	25	Reading Day – no classes held
	28-May 1	Final Examinations
May	1	Spring Semester Ends
	2	Residence Halls Close at 9:00a.m.
	3	Spring Commencement Ceremony 9:00a.m. - Amphitheatre
	7	Spring Semester Grades Due at 10:00a.m.
SUMMER TERM 2014:		
May	9-11	Alumni Weekend
	9	Summer Residence Hall opens at 11:00a.m.
	12	Summer Term Classes Begin
	14	Last Day to Add Courses
	26	Memorial Day (College Closed)
June	9	Last Day to Drop a Course with a W
	26	Summer Term Ends
	26	Summer Residence Hall closes at 5:00p.m.
July	2	Summer Term Grades Due at 11:00a.m.



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 built in 1888 by Mr. Flagler. This imposing structure is an intricate complex of four buildings representing a melange of historical styles. 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 consists of four other historic structures, a library, a student center, an auditorium, a gymnasium, an art museum, a laboratory and radio station for the Communication Department, and five residence halls.

The campus is located in the heart of St. Augustine, the nation's oldest city, near the Restoration Area 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 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.

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The College offers majors and minors in the following areas:

Majors

Accounting
Art History
Business Administration
Coastal Environmental Science*
Communication:
 Media Studies
 Strategic Communication
 (Public Relations)
 Journalism and Documentary
 Production
Economics
Education:
 Art
 Deaf
 Elementary
 Exceptional Student
 Secondary:
 English,
 Social Science
English
Fine Arts
Graphic Design
History
International Studies
Latin American Studies/Spanish
Liberal Arts
Philosophy/Religion
Political Science
Psychology
Sociology
Spanish
Sport Management
Theatre Arts

Minors

Accounting
Advertising
Anthropology
Art History
Business Administration
Communication and Media
Creative Writing
Criminology
Economics
English
Environmental Science
Finance
Fine Arts
Graphic Design
History
Honorable Entrepreneurship
Illustration
International Studies
Journalism and Documentary
 Production
Latin American Studies/Spanish
Latin American Studies
Marketing
Mathematics
Media Studies
Philosophy
Political Science
Pre-Law
Psychology
Public History
Religion
Sociology
Spanish
Theatre Arts
Youth Ministry

** This major is pending approval by SACS COC.*

The College offers two degrees: Bachelor of Arts and Bachelor of Fine Arts.

Although the cost of attending college has risen dramatically in recent years, Flagler has managed to keep 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 as many students as possible and strives to provide students with a 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 38 foreign countries. Students are selected on the basis of academic preparation, scholastic aptitude, and personal qualities.

Flagler is an independent college, free of any control from church or state, 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.

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.

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 10, 1888, the Hotel Ponce de Leon opened and received its first guests. It was one of the grandest resort hotels 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 architecture, stained glass, and lavish decoration have drawn enduring acclaim. The hotel attracted winter visitors from across the nation and from abroad, including Presidents Theodore Roosevelt and Warren G. Harding. Other notables who stayed at the hotel were Will Rogers, John Jacob Astor, and John D. 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 1885, Flagler turned his attention to the sparsely populated and largely undeveloped State of Florida. 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 that opened the modern era in the nation's oldest city.

Flagler expanded his activities beyond St. Augustine and invested \$60 million of his fortune 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 across the open sea to Key West.



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

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; he is entombed in Memorial Presbyterian Church, which he constructed in memory of his daughter Jennie Louise Benedict. The church is adjacent to the College campus.

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, 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 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.

Statement of Purpose

The aim of Flagler College is to provide a supportive and challenging environment in which students acquire knowledge, exercise good citizenship, and adhere to high ethical standards.

The principal focus of the College's academic program is undergraduate education in selected liberal and pre-professional studies; thus, the role of teaching is central to the College's mission.

The purposes of the academic program are to provide opportunities for general and specialized learning; to assist students in preparing for careers; and to aid qualified students in pursuing graduate and professional studies.

The objectives of the student life program at Flagler are to establish appropriate standards of conduct and to promote activities that will contribute to the development of self-discipline, integrity, and leadership.

Flagler College was established as a memorial to Henry M. Flagler. The Hotel Ponce de Leon, built by Mr. Flagler, serves as a reminder of his enterprise, diligence, and commitment to high standards. The College is pledged to the preservation and use of this facility and other historic and architecturally unique campus structures.

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 affection. 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 88% fall within the 17-to-22 age cohort; approximately 38% 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. Ponce de Leon Hall has earned the distinction as a National Historic Landmark, the highest designation for a historic building or place. Markland House is listed on the National Register of Historic Places, the nation's official listing of sites

and properties of historical and cultural significance. Eight of the twelve College buildings are historic structures.

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 Statement of Purpose and the 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.

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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.

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 interior 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.

Ponce de Leon Hall*

The focal point of the campus is the former Hotel Ponce de Leon, considered by experts as one of the best examples of Spanish-Moorish Renaissance Revival architecture in the world, 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 Mervin 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, founding partner with John D. Rockefeller of Standard Oil and builder of the Hotel. 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 grand opening 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 Florentine 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 former Hotel.

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. 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.

Dining Hall*

Adjacent to Ponce de Leon Hall is the Dining Hall which is breathtaking in sweep of size, appointments, proportions, elegance and beauty. A grand staircase of marble with onyx risers leads from the Rotunda to the Dining Hall. The rectangular hall features rich oak pillars that support a great dome and is flanked by curved venido rooms. Two hundred lions' heads with light bulbs in their mouths encircle this magnificent space.

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.



Kenan Plaza is a popular outdoor gathering place crowned by towering palm trees, adjacent to Kenan Hall, the College's principal academic facility.

Molly Wiley Art Building*

The fourth and fifth buildings of the 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-grand niece and Lawrence Lewis' sister.

Casa Amarylla*/Wiley Hall

Wiley Hall, constructed in 1888 as a residence for the Hotel physician 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 three classrooms. The building is named for Mary Lily Flagler "Molly" Lewis Wiley who spent much of her childhood living there and provided funds for the rehabilitation of the building.

65 Cuna Street

A Spanish Colonial style building, renovated by the College to provide a permanent location for WFCF, 88FIVE FM.

Hanke Hall

Built in 2012, the two-story, 12,000 square feet building reflects the First and 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 Mr. Henry M. Flagler.

Palm Cottage*/Counseling Center

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

Arbizzani Sculpture Studio

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

Ponce de Leon Cottage*/Thompson Hall

The property is one of the few surviving "winter cottages" constructed for Mr. 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.

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-grand nephew of Henry Flagler. Mr. Lewis served as Chairman of the Board of Trustees of Flagler College from 1968 to 1988.

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.

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, reflects the architectural style of the Hotel Ponce de Leon. The first floor includes the circulation desk, reference materials, computer stations, audiovisual equipment, 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.

The Crisp-Ellert Art Museum and Anderson Cottage*

The late Dr. JoAnn Crisp-Ellert and her husband, the late Dr. Robert 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.

Ringhaver Student Center

The Ringhaver Student Center was constructed 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 classrooms, a multi-purpose room, group study rooms, the Offices of Career Services, the Offices 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.

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 first floor to its turn-of-the-20th-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.

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.

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 Mr. Lawrence Lewis, Jr., the College's major benefactor during its formative years. Mr. Lewis 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.

Cedar Hall

Constructed in August 2004, the Cedar Street Residence Hall houses 104 male students.

65 Valencia Street

The building at 65 Valencia Street houses the offices for the College's Youth Ministry program, Intervarsity Christian Fellowship, and Young Life of St. Augustine.

66 Cuna Street

The property at 66 Cuna Street was purchased and renovated in 2012. The two-story building houses 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.

Florida East Coast Railway Buildings*

With the addition of the Florida East Coast Railway buildings, 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, extending from Jacksonville to Key West. The three towers have been renovated to serve as men's and women's residence halls.

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.

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 descendant to that of 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, and elementary education/exceptional student education 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 at 850-201-8070.

Public Administration Program

Flagler College offers an upper-division evening program as a community service to assist government employees who have completed two years of college obtain baccalaureate degrees. The Program leads to a bachelor of science degree in Public Administration. Admission is restricted to non-traditional students who are employed in law enforcement, public safety, and government agency positions.

Applicants must have earned an associate of arts degree, an associate of science degree, or have completed 60 hours of transferable college credit. A total of 60 credit hours (5 semesters) is needed to complete the degree. College services for students enrolled in the Public Administration Program are limited to academic advisement, registrar services, financial aid processing, business office services, library services, book store access, and academic honors.

Prospective students may request additional information from the Director of the Public Administration Program at 904-819-6440.

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.

Student Right To Know: March 15, 2013 Report

Headcount

Non-duplicated Headcount 2012-2013 ¹	Non-Resident Alien	Black, non-Hispanic	American Indians or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	TOTAL
	Number	Number	Number	Number	Number	Number	Number	Number
Total	86	104	15	28	217	2282	150	2749
Male	51	60	7	13	98	860	62	1152
Female	35	44	8	15	119	1422	88	1597

Graduation Rate²

Six-year Graduation Rate	Non-Resident Alien	Black, non-Hispanic	American Indians 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	N/A	58%	50%	60%	41%	63%	50%	63%
Male	N/A	87%	50%	50%	50%	65%	57%	66%
Female	N/A	33%	N/A	66%	33%	62%	46%	61%

¹Fall and spring

² Cohort definition related to IPEDS reported first-time, in college, freshman; cohort 2007 (e.g., 65% of white males who started in their cohort, graduated within six years.)

Athletic Scholarship Headcount

Headcount of those who rec'd Athletic Scholarship during 2012-13	Non-Resident Alien	Black, non-Hispanic	American Indians or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Race/Ethnicity Unknown	TOTAL
	Number	Number	Number	Number	Number	Number	Number	Number
Basketball								
Total	0	14	0	1	0	9	0	24
Male	0	7	0	0	0	4	0	11
Female	0	7	0	1	0	5	0	13
Baseball								
Total	0	0	0	0	0	31	0	31
Male	0	0	0	0	0	31	0	31
Female	0	0	0	0	0	0	0	0
Cross-Country								
Total	0	0	0	1	0	10	0	11
Male	0	0	0	1	0	6	0	7
Female	0	0	0	0	0	4	0	4
All other sports combined								
Total	4	3	1	1	5	79	2	95
Male	3	3	0	0	4	25	1	36
Female	1	0	1	1	1	54	1	59
Total of all sports								
Total	4	20	1	3	5	129	2	161
Male	3	10	0	1	4	66	1	85
Female	1	10	1	2	1	63	1	76



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

Admissions Policy

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 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 in its admissions program, academic programs, 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.

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
2. Application fee of \$50 (non-refundable)
3. Official transcript of high school record
4. Official test scores from either the SAT or the ACT
5. Secondary School Report (Recommendation)

Transfer applicants are required to submit the following:

1. Completed application
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. Official test scores from either the SAT or the ACT

International applicants are required to submit the following:

1. Completed application
2. Application fee of \$50 (non-refundable)
3. Official high school/ secondary school transcripts or leaving certificates
4. Official test scores from either the SAT, ACT, TOEFL, or IELTS
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.

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.

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 after the deadline and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited toward the orientation program and tuition.

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 housing charges.

Students living on campus should **submit one check 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 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 after the deadline and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited toward the orientation program and tuition.

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 housing charges.

Students living on campus should **submit one check 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. An extension of the advance deposit deadline may be granted until May 1, provided a request is received in writing within three weeks following the date of acceptance.

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.

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 and class rank, 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. For most applicants the College does not have an established cutoff score for either the SAT or the ACT; however, the middle 50% of the 2012 freshman class scored between 1060 and 1180 on the SAT, and between 22 and 25 on the ACT. The Admissions Committee therefore strongly recommends that applicants earn a score above 500 on the critical reading, mathematics, and writing sections of the SAT; or a score above 21 on all four sub-sections of the ACT. In addition, 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.

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. 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.

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 CLEP, IB, AICE and/or AP Tests.

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.

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.

For students earning a 4 or 5 on the "Language and Composition" AP examination, Flagler College will award credit for ENG 152 upon consultation with the Department Chair for English. For students earning a 4 or 5 on the "Literature and Composition" AP examination, Flagler College will award 3 credits of HUM 199 toward their General Education Creative Expression 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.

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 the 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 the Registrar, which will consult with the academic departments involved. 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.

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 the Registrar for evaluation. 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.

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.

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; 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



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.

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.*

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.

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: Fall Semester - April 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. The student will be advised by the Office of the Registrar when the student's readmission is approved.

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. Two letters of recommendation are required: one from the secondary school counselor and the second from the school principal or headmaster. The 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.

Students with Disabilities

It is the policy of Flagler College to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, as these Acts apply to independent colleges.

Flagler College does not make inquiries concerning a disability prior to the student's admission to the College. After the student has been admitted to the College, however, it is the student's responsibility to inform the Office of Services for Students with Disabilities regarding his or her disability requiring special accommodations; to provide adequate documentation that validates the disability; and to request appropriate accommodations to College programs and services, so reasonable accommodations can be made in a timely manner.

All information regarding the disabilities of specific students and requests for academic accommodations will be considered confidential. As such, this information will be conveyed only to those faculty members and administrative personnel directly involved in accommodating the student who has the disability.

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 Certificates 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 English by submitting satisfactory scores from either the SAT, TOEFL, or IELTS. Students must earn a minimum score of 550 on the paper version of the TOEFL or a minimum score of 213 on the computer version or a minimum score of 79 on the internet version of the test. Students must earn a minimum score of 6.5 on the IELTS. 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. Flagler does not offer English as a second language.

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. The College has no financial aid for international students.

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.
- 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, Directors in the Office of Admissions 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 2013-2014 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.



The beautifully kept grounds of Flagler College provide a peaceful outdoor environment conducive to studying and socializing under the sun or in the shade.



Students appreciate the availability of Dr. William T. Abare, Jr., President of Flagler College.



TUITION AND FEES

Charges for 2013-2014

	Fall 13	Spring 14	Total
Tuition*	\$8,090	\$8,090	\$16,180

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.

Room	\$2,145	\$2,145	\$4,290
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Meal Plan Options

Full Meal Plan	\$2,245	\$2,245	\$4,490
15 Meal Plan	\$1,790	\$1,790	\$3,580
10 Meal Plan	\$1,345	\$1,345	\$2,690

Students residing in the FEC Resident Halls will be charged an additional \$100 per semester to the above rate.

All students residing in residence halls must select one of the Meal Plan options. Returning students must make selection of Meal Plan desired by June 21, 2013. If no selection is made, students will automatically be charged for the Full Meal Plan. Questions regarding Meal Plan Options should be directed to Student Services. No adjustments will be made after the June 21st deadline. Students may make their selection by contacting the Office of Student Services in the Ringhaver Student Center. All 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 \$540 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.

Basic Health Insurance (annual)	\$1,459
Graduation fee	\$100
Transcript fee (available within 2 weeks)	\$5
Instant Transcript fee	\$10
Internship fee (Education majors)	\$300

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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, computer studies, communication, education, theatre	\$25
Lab fee for fine art and graphic design.....	\$25-100
Withdrawal fee.....	\$100
Dormitory guest fee per night per guest	\$3/10
Medication dispensed by College Infirmary	varies
Books & supplies.....	available at independent bookstores
Return check/stop payment fee	\$50
Replacement Student I.D. Card	\$25
Replacement Flagler OneCard	\$30
* Parking fee - On Campus.....	\$170
Parking Garage	\$270
Library Prints (after initial allotment)	purchase online at

<https://print.flagler.edu>

* A Parking Permit for on campus parking does not guarantee a reserved space.

Part-time Students	Cost per credit hour
Part-time Student	\$540
Auditor, Non-Degree Student.....	\$320
Flagler Graduate taking 11 hours or less (excludes summer school)	\$320

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 account 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 now can be paid online via <https://my.flagler.edu>. E-Check payments

are at no charge to students or their parents/guardians. The Student Accounts Office hours are Monday thru Friday 8:00 am to 4:30 pm daily during the Academic year.

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. Students are responsible to make sure that the student or the student's responsible billing party has received the e-bill notification in advance of the payment deadline. *If the e-bill notification has not been received by July 15 for fall semester and November 15 for spring semester, students should go online to <https://my.flagler.edu>, Business Services tab, to download a copy.* Students and/or parents receiving the payment information by e-mail must complete the e-mail authorization form available on line at <https://my.flagler.edu> and mail to the Office of Business Services by July 1 or November 1.

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 Business Services and 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 payment deadline**. **Failure to notify the Office of Business Services by the August 1 or December 1 deadline that a student will not be attending will result in a tuition charge of \$2,022.50 (which is 25% of tuition).** In addition, **if a student paid the \$400 advance deposit to be a boarding student, then notification after the deadline that the student will not be attending 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. Financial aid applied for but not listed on the Tuition e-bill statement must be confirmed with the Office of Business Services prior to deducting from the balance 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. Payment may be completed electronically via the website at <https://my.flagler.edu> under the Business Services tab. Late submission or failure to submit the payment by the deadline will result in a late fee charge of \$250. Failure to submit 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 other necessary expenses for the first six weeks 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, depending on the amount of the balance owed. Students are responsible for checking with the Office of Business Services during the semester and at the end of the semester regarding the student account balance. Students may view their account balance and information via <https://my.flagler.edu> under the Business Services tab, My Account Info link. **Any amounts owed to the College may result in a student not being allowed to register for the subsequent semester.**

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 allows for 120 total hours, divide this by eight semesters, you get 15 hours per semester.



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

Refunds

Students expecting that the 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 Flagler OneCard account automatically 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. Refunds for students who have not completed the check-in process will be delayed until after the check-in process has been completed.

Advance Deposit

Residents' deposits are non-refundable and are applied to the student's tuition and fees for the fall semester. For new students, freshmen, or transfers, advance deposits are due by the date specified in their letter of acceptance. For returning boarding students, the advance deposit is due on or before March 15.

Only those with approved housing contracts on file with 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.

Advance deposits reserve a resident space, and failure to notify the Office of Business Services in writing prior to the payment deadline that a student will not be attending will result in a tuition charge of \$2,022.50 (which is 25% of tuition), and will result in a room charge based on occupancy of room assigned. The payment deadlines are August 1 for the fall semester, and December 1 for the spring semester.

Payment Plans

The College offers a payment option through Higher One, <https://my.flagler.edu>, Business Services tab. There is nominal enrollment fee and no interest is accrued while enrolled in the plan. *** (The student's balance must be greater than \$1,000 in order to be eligible for the plan.)* Students are encouraged to apply for the Federal Parent PLUS Loan if additional aid is needed.

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 have the option to establish automatic payments.

The student's financial information and personal privacy is secured by state-of-the-art, need-based data encryption, security certification, and access control. Please visit <https://my.flagler.edu>, Business Services tab for further details.

Residence Hall Policy

All freshmen must reside on campus, unless they have received prior approval from the Office of Admissions. Transfer students who have completed less than 24 semester hours of credit are also required to live on campus unless otherwise approved by 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 43.

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 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; they may purchase partial meal plans directly from the food service contractor; or they may purchase individual meals in the dining hall. Payments must be made at the Office of Business Services.

Health Insurance

The college offers a group health insurance plan at a reasonable cost. All students should be able to verify they are covered by other health insurance, when necessary. All athletes are required to purchase the health insurance, unless the student can verify that he/she is protected by other health insurance plans that meet Federal standards and standards established by the NCAA (National Collegiate Athletic Association) and the insurance company is chartered in the United States. The charge for health insurance is not subject to adjustment or refund once it has been added to the student account. Please visit our website at <https://my.flagler.edu> under the Business Services tab for more detailed information regarding the health insurance plan.

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 bookstore is operated by an independent contractor, and payment is permitted by cash or check, Visa or Master Card, or the Flagler OneCard. Students should report to the College with sufficient funds to purchase the required textbooks and supplies. Even if a student is expecting to have a credit on the student account from financial aid, that credit will not be available for refund in time for the student to purchase books**

and supplies. The cost for textbooks and supplies varies greatly according to the courses in which the student is enrolled. The average cost for underclassmen is about \$400 to \$500 per semester. Supplies for graphic design classes can be considerably higher. A book buy-back is held at the end of each semester.

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 or Due to 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. 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 by August 1 for the fall semester, and by December 1 for the spring semester.
- b. 75% adjustment for a written request received by the Office of Business Services from August 2 up to the first day of classes for fall semester, and from December 2 up to the first day of classes for spring semester.

- c. 75% adjustment for withdrawal from the first day of classes through the end of the Drop period for students who have attended a class for either the fall and/or the spring semesters.
- d. 50% adjustment for a written request received by the Office of Business Services from the day after the Drop period through the end of the 31st calendar day (Friday of the fifth week of classes) for both the fall and spring semesters.
- e. 25% adjustment for a written request received by the Office of Business Services from the 32nd calendar day through the 59th calendar day.
- f. No adjustment will be made to the tuition charges if a student is involuntarily terminated from the College.
- g. No adjustment will be made for withdrawal after the 59th calendar day for both the fall and spring semesters.

2. Room Charges:

- a. 100% adjustment for a written request received by the Office of Business Services by August 1 for the fall semester, and by December 1 for the spring semester.
- b. No adjustment will be made for a request or withdrawal after August 1 for the fall semester, and after December 1 for the spring semester.

3. Meal Charges:

- a. 100% adjustment for a written request received by the Office of Business Services 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.

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 pre-registering for summer school. Tuition charges for summer school 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 graduate tuition rates do not apply for summer school.

Financial Aid Adjustments Due to Failure to Attend or Due to 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, his/her 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 jeopardize 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), Pell Grant, and Supplemental Educational Opportunity Grant (SEOG).

A student who withdraws during the first 60 calendar days of a semester or 28 calendar days of the 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 calendar days in the semester or after 28 calendar days in the 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), Pell Grant, and Supplemental Educational Opportunity Grant (SEOG).

Example: A student has \$5,000 of federal aid consisting of a \$2,500 Subsidized Stafford 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 Stafford 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 includes 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 Director of Compliance, Athletic Department, and the Director of Financial Aid 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 Dean of Student Services is responsible for making the final determination on the amount.

Employee Tuition Grant. 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 Flagler OneCard Account. All students must activate their Flagler OneCard Account.

Policy Exceptions. A student who thinks that extenuating circumstances pertaining to his/her situation warrant special consideration may submit a written appeal to the Director of Student Accounts. 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 <https://my.flagler.edu/ics>, under the Business Services tab.



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



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, scholarships, 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 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 to 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 which 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 \$605 to \$5,645.

Perkins Loan. A five percent loan 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.

Supplemental Educational Opportunity Grant (SEOG). A non-repayable 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 \$200 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. A six month interest free grace period applies to loans prior to July 1, 2012. Payment begins six months after student ceases to be at least half-time and fixed interest begins. 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.

Interest Rate Reductions

Over a four-year period beginning July 1, 2008, the interest rate on Stafford Loans made to undergraduate students will be reduced. The applicable interest rates for loans made during this period are as follows:

These changes apply to Stafford Loans first disbursed on or after July 1 of each year through June 30 of the next year. This change does not affect any prior loans made to borrowers; the terms and interest rates of those loans remain the same.

First disbursement of a loan:		Interest rate on the unpaid balance
Made on or after	And made before	
July 1, 2008	July 1, 2009	6.0 percent
July 1, 2009	July 1, 2010	5.6 percent
July 1, 2010	July 1, 2011	4.5 percent
July 1, 2011	July 1, 2012	3.4 percent
July 1, 2012	July 1, 2013	3.4 percent
July 1, 2013	July 1, 2014	6.8 percent

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 \$1,000 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 Pennsylvania, 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 over the internet 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 may be requested to submit both your and your parents’ tax returns to the Office of Financial Aid. (If you are independent, you do not have to provide your parents’ tax return.) Also, a Verification Worksheet may be requested. (This form will be provided to you.) Note: We recommend using the IRS Data Retrieval tool to automatically report tax information.
- Complete the Flagler College Financial Aid Application online. This application supplements information you have provided on the FAFSA, and it assists the Office of Financial Aid in making decisions about your aid eligibility.
- 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 (see interest rate chart under need based aid/subsidized loan), 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 (7.9%) 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 to the Office of Financial Aid or Federal Direct Loans.

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 register 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 annually complete the FRAG section of the Flagler Financial Aid Application. The deadline date is October 15. For spring entrants, the deadline date is February 15.

The Florida Bright Futures Scholarships. See <http://www.floridastudentfinancialaid.org/SSFAD/factsheets/BF.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

Non-Need Grants and Merit Based Grants. The Saints Scholarship, a non-repayable grant, awarded to students based on academic merit or other criteria not related to financial need. Awards usually range between \$200 and \$4,000.

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, golf, soccer, and tennis. Scholarships are available in the following women's sports: basketball, cross-country, 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 March 1-31 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**.

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 Documentary 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 Pre-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 Study Abroad. 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. 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, long-time supporters of Flagler College and the Young Life Program. Mr. Baker has served on the President's Council 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 Documentary 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 2.5, and have demonstrated financial **need**.

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 must 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 Documentary 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 has served as a member of the President’s Council since 1994, in honor of his mother’s service to the community. She has been a member of the President’s Council 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. 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.

Class of 2009 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**.

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 Documentary 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**.

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 long-time supporter of the College. Mr. Vernon Davis joined the President's Council 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.

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 a financial **need**.

Eide-Pace Education 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 and 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 said students. 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.



Flagler College offers 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.

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 Pre-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. To apply, a student should contact the Office of Financial Aid.

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 Council. 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. To apply, the student should contact the Flagler College Baseball Coach and Director of Intercollegiate Athletics.

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. To apply a student should contact the W.W. Gay Human Resource Department and/or the Flagler College Office of Financial Aid.

Cliff Glover Scholarship. This scholarship was established in 2001 by the Batson-Cook Company honoring Mr. Clifford 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**. To apply, a student should contact the Office of Financial Aid.

Dr. N. Patrick and Sue S. Hale Scholarship. This scholarship was established in 2006 by St. Augustine residents and longstanding supporters of Flagler College. Mrs. Hale has served on the President's Council 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**.

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 Documentary 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.

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.

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 Documentary 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**. To apply, a student should contact the Director of Financial Aid.

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 Pre-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**.

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 than from what they are provided as gifts. 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 demonstrated financial **need**.

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 Mental Retardation or mentally retarded 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.

James H. Nance Scholarship - Pre-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 Pre-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 so 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 Pre-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 Mens' 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 previous employee of Ponce de Leon Golf Resort and/or 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 Pre-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 Scholarship. 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 Council. 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 demonstrate financial **need**.

L. C. Ringhaver Scholarship. This scholarship was established in 2000 by the Ring Power Corporation in honor of L. C. Ringhaver, former president and owner of the corporation. The late Mr. Ringhaver resided in St. Augustine for more than 30 years and was very active in civic affairs in St. Augustine and Jacksonville. He was a member of the Board of Trustees of Flagler College from 1969 to 1976. 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 so 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. (Note to Florida residents; the scholarship will be adjusted for the FRAG). To apply, qualifying students should contact the Ring Power Human Resources Dept. and request an application and verification of employment.

Robbins' 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.

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 Council. 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.

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.

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.

Sport Management Scholarship. This scholarship was established in 2008. Fundraising efforts can be attributed to Sport Management majors,

Dr. Bernadette M. Twardy, and Dr. Brian Pruegger who, in 2004, began working at the Jacksonville Jazz Festival. To qualify, a student must be a rising junior or senior Sport Management major, be of good character and academic standing, and demonstrate financial **need**.

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**.

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.

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 their 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 multi-lingual, 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 submit an application for a Faculty Led Study Abroad program to the Study Abroad Office. A statement of intent explaining why they would like to receive this scholarship must be attached 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. 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 with no drug history, 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. To apply, a student should contact the Director of Financial Aid.

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 Documentary 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.

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. To apply, a student should contact the Director of Financial Aid.

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. 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.

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 E-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 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 student's personal Financial Aid page: https://my.flagler.edu/ics/Financial_Aid/
- 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 upon request from the Office of Financial Aid or online.
- PLUS Loans are not awarded (offered) or indicated on the award letter until an actual application is received at the Office of Financial Aid. PLUS Loan applications are provided upon request to the Office of Financial Aid.
- To confirm the desire to work, the student must indicate this on the Flagler College Financial Aid Application Form. 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 screen 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 completed paper application and enrollment certification will be sent to the Department of Veterans Affairs, Regional Processing Office, Decatur, Georgia. 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 pre-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 the tuition fee. 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.
- Appropriate credit for previous education will be awarded. A maximum of four (4) semester hours of credit may be awarded for military service (two (2) semester hours for basic training and two (2) semester hours for first aid).
- 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 only if he or she meets the CGPA and Minimum Hours Earned SAP requirements established by Flagler College as described in the College

Administrative Policy Statement #242 and in this 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 #242

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.

Qualitative Standards

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

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 cumulative GPA calculation.

Transfer and Advance 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 qualitative standards, based on the number of hours transferred. 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 cumulative GPA).

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.

Quantitative Standards

To qualify as having satisfactory academic progress a student must not exceed the maximum time frame to complete his or her degree.

Completion Percentage: The federal financial aid maximum time 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 ($120 \text{ hours} \times 150\% = 180 \text{ hours}$). 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 cumulative 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.

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. Remedial courses and audited courses will not

be counted in a student's total number of attempted credit hours since credit hours can not be earned from those courses.

Students who meet both the Qualitative and Quantitative criteria established are determined to be maintaining satisfactory academic progress.

Financial Aid Warning

At the conclusion of each term, the Office of Financial Aid 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 Office of Financial Aid 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.

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 Office of Financial Aid will be sent to these students.

Appeal Process

Students who have been placed on Financial Aid Ineligibility have the right to appeal for the reestablishment of their federal financial aid eligibility. Students must submit an Academic Progress Appeal form along with their personal statement to the Office of Financial Aid 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 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.

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 Office of Financial Aid.

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.

Reinstatement

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

Cumulative Grade Point Average (CGPA)

A student will be eligible for financial aid so long as he/she meets the CGPA requirements specified under the College’s “Academic Requirements for Continuation,” as outlined in the “Academic Information” section of the Catalog. A student who does not meet these requirements, but who successfully appeals a dismissal decision, will continue to be eligible for financial aid, with the exception noted in the following two paragraphs.

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:

Florida Student Assistance Grant	2.0
Florida Resident Access Grant	2.0
Jose Marti Scholarship	3.0
Florida Medallion Scholarship	2.75
Vocational Gold Seal Scholarship	2.75
Florida Academic Scholars Scholarship.....	3.0
Florida Top Scholars Scholarship	3.0
Florida Minority Teacher Education Scholarship.....	2.5



The Fine Arts Program at Flagler College is designed and recommended for students planning to pursue advanced studies in a Master of Arts (MA) or Master of Fine Arts (MFA) Program.

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. For the Florida 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. A student should contact the office or department responsible for CGPA renewal requirements.

Maximum Academic Terms of Eligibility

A student is eligible to receive need-based financial aid for a maximum of 10 semesters of attendance. Attendance at all post-secondary schools is counted. The Florida Student Assistance Grant (FSAG) is an exception. It is available for only nine semesters. Awards not based on **need** are normally available for a maximum of eight semesters. The Florida Resident Access Grant (FRAG) is available for nine semesters. Please see The Bright Futures Scholarships specific CGPA and Terms of Eligibility information online at: <http://www.floridastudentfinancialaid.org/SSFAD/factsheets/BF.htm>

Minimum Percentage of Work Completed

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/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.

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 Higher One, <https://my.flagler.edu>, Business Services tab. There is nominal enrollment fee and no interest is accrued while enrolled in the plan. *** (The student's balance must be greater than \$1,000 in order to be eligible for the plan.)* Students are encouraged to apply for the Federal Parent PLUS Loan if additional aid is needed.

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 have the option to establish automatic payments.

The student's financial information and personal privacy is secured by state-of-the-art, need-based data encryption, security certification, and access control.

Please visit <https://my.flagler.edu>, Business Services tab for further details.

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.



Campus athletic facilities include a gymnasium, eight lighted tennis courts, outdoor pool, and volleyball court. The nearby athletic field has a 650-seat baseball stadium, 300-seat soccer stadium, 350-seat softball stadium, and intramural playing fields.



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.

Legacy Workshops are conducted to facilitate learning more about the mission and traditions of the College, understanding how to become actively involved at the College, and to discover the multitude of services available, both academically and socially.

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 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. In addition to these formal procedures, student initiatives are often obtained through informal activities, such as the President's Hour and other meetings of this type.

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, Destress Days, 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 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.

Signs posted around campus and the College email system are the two major methods for finding out about the different events, athletic activities, club meetings, social activities, and pertinent academic information and deadlines. The Office of Student Services maintains a master calendar listing the time and place for all College-sponsored activities. To avoid conflict of student programs, the time and location of a co-curricular activity must be cleared through the Office of Student Services before it may be advertised.

Campus Clubs and Organizations

Groups on campus are distinguished in one of three ways: Clubs, Academic Organizations, or Academic Honor Societies. Clubs are open to any individual who wishes to join. The method to start a club can be found in the Student Handbook, and students are encouraged to become involved with some group on campus. Academic Organizations are more restrictive as these tend to be associated with a major and affiliated with a national organization. Honor Societies are by invitation only and are the most restrictive.



Flagler College provides a variety of on-campus facilities and programs designed to enhance the academic programs through social, recreational and cultural activities and events.

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

Association of Fundraising Professionals - Helps students explore exciting and challenging career opportunities in the non-profit industry.

Best Buddies - A service club for students interested in friendship and commitment to individuals with intellectual disabilities.

CRU - Encourages Christians and non-Christians alike to discuss real life issues from a spiritual perspective.

Catholic College Fellowship - Open to all denominations, serving spiritual needs of college students while fostering fellowship, Catholic studies, and helping the community through faith.

Club Unity - Works to provide a safe environment for gay, lesbian, bisexual and transgender students through a gay/straight alliance.

Cultural Anthropology Club - This club is for students who wish to share their passion for anthropology, with the focus on culture. The purpose is to promote cultural anthropology knowledge and its creation of diversity amongst human civilization on campus and in the community.

Deaf Awareness Club - Purpose is to serve students who are interested in learning about the deaf or the hard of hearing.

Flagler College - College Republicans - This club stimulates interest and promotes the principles of the Republican Party, as well as develops political leadership skills among students. They also support the candidacy of the Republican Party candidates for local, state, and national offices.

Flagler College Service Club - Service club performs volunteer work for Flagler College and the community.

Gaming Guild - Designed for students who love to sit back and relax while playing games. All are welcome whether they are an expert gamer or a first timer. The Gaming Guild is open to learning about new games from video games to board games and everything in-between.

Glee Club - Provides a safe and open environment where musical talents can be nurtured and dance talents expressed.

Home Team - Provides outreach in the community and helps those in need by building teams of people who will work together and encourage each other in service projects.

Human Rights Advocates - Brings campus and community-wide awareness to the global plague that is the violation against human rights.

Ink Slingers - Students who are interested in expressing themselves through creative writing.

International Student Club - This club strives to create an awareness of all ethnic and cultural groups on campus, encouraging diversity and individuality. The goal is to bring international students together to explore their different cultures. Open to any student interested in cross-cultural learning and enjoyment. They promote friendship based on a mutual understanding and respect among students from America and around the world while creating a cultural learning experience on and off campus.

Intervarsity - Encourages the development of Christian growth and fellowship in the College community.

Mu Epsilon Nu - Service-oriented, social club for men who wish to make significant impact within Flagler College and community.

Phi Alpha Omega - Women's service club whose purpose is to provide social and service opportunities.

Philosophy/Religion Symposium - Provides a forum for open discourse of ideas among peers interested in philosophical and/or religious thought.

Political Guild - Students interested in political issues, debates, and world events.

Rotaract - A college branch of Rotary International with the philosophy of "service above self", with focuses on community service projects.

Social Sciences Club - Providing a broadly based, multicultural and multi-disciplinary perspective on humanity, society, and the environment.

Spanish Cultural Club - Experience different aspects of Hispanic culture and help educate the community on issues.

SPIRIT - Performance club that combines sign language, music, and choreography with the goal of promoting awareness of the beauty and expressiveness of signing.

Sport Management Club - For students interested in the area of sport management to gain valuable experience in the field.

Students for Life of America - Promotes respect for life at Flagler College, as well as save lives threatened by abortion, euthanasia, and destruction of human embryos for research. Members seek to educate on life issues, to help those in need so that life is a promising choice, and to work with others who share common goals.

Sports Clubs

Lacrosse Club - Men's and Women's - Provides recreational activity that will promote a healthy lifestyle as well as a positive social environment for the Flagler College community through the sport of lacrosse.

Surf Club - Geared toward everyone interested in surf culture, surf competition, and beach management.

Academic Organizations

AIGA - AIGA (American Institute of Graphic Arts) encourages the formation of student groups at colleges and universities and is committed to developing these groups as a way of encouraging students to take the first step in demonstrating a commitment to their professional interest and assisting them in understanding the profession. The goal of the student groups is to get the student involved in the local design community, create a community of their own, and help them build leadership skills that will be valuable as they move into the professional world.

Dow Advantage - Membership is open to all students but candidates are put through a screening process. The academic organization is a student-run public relations agency which works with non-profit groups in the St. Augustine area.

Enactus - An international non-profit organization that brings together student, academic, and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need.

Guided by academic advisors and business experts, the student leaders of Enactus create and implement community empowerment projects around the globe. The experience not only transforms lives, it helps students from all majors develop the kind of talent and perspective that are essential to leadership and citizenship in an ever-more complicated and challenging world.

Enactus students have the opportunity to participate at competitions at the national and international level where students showcase their programs to business leaders. Flagler Enactus won the 2004 and 2009 Enactus National Competition and represented the United States at the Enactus World Cup in Barcelona and Berlin.

Enactus' partnerships with global corporations benefit students through internships and job opportunities. Google, Walmart, General Electric, Lowes, Aflac, Del Monte, Avis- Budget, and Disney are among the companies that employ Flagler Enactus students.

Flagler College Model United Nations - The Model United Nations organization is designed to allow students to simulate current issues facing the international system. Students will engage in debate and negotiation to persuade other conference members to agree with their resolution to current problems. The Model United Nations works to expand student knowledge of and participation in politics at the international level. Club Members meet to discuss important international political issues, to prepare for Model UN conferences and competitions, and to host educational events such as speakers and political debates. The club is also designed to allow students interested in international affairs to socialize and interact with other students that share these interests.

Phi Alpha Delta - An international law club whose purpose is to emphasize the promotion of intellectual and social activities of its members in order to aid in their advancement into the study of law.

PRSSA - PRSSA (Public Relations Student Society of America) The organization encourages the understanding of current theories and procedures in the practice of public relations. Besides providing an opportunity to network within the public relations field, PRSSA encourages students to adhere to the highest ideals and principles of the practice of public relations.

Society for Advancement of Management (SAM) - The purpose of this club is to provide an opportunity for the 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. Under certain conditions students can also compete in an annual management case competition and for other SAM awards at SAM's annual conference.

Society of Professional Journalists - The academic organization exposes the student body and greater community to effective ethical journalism.

Student Media Opportunities

FCTV - Flagler College Television (FCTV) is a student-run television production company. The FCTV student crew produces programming that airs locally on Channel 24 on the Comcast cable system in St. Johns County and also on CW-17 in Jacksonville. FCTV programs include a magazine show entitled *Ancient City Stones*, 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.

The Flagler Gargoyle - For students who are interested in journalism, feature writing, and photography. The College newspaper staff is composed of students who work under the supervision of the Office of Public Information in publishing a monthly newspaper.

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. WFCF reaches approximately 52,000 listeners a week. WFCF is a real world experience for Communication related majors. 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, 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 *Athronon 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 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.

Omega Pi - Flagler's chapter of **Sigma Delta Pi** (the National Collegiate Hispanic Honor Society). The goal of Sigma Delta Pi is to recognize and reward students who excel in the study of the Spanish language, literature, and culture of the Spanish-speaking peoples. The society encourages Flagler students to take an interest in and deepen their understanding of Hispanic culture. This also requires being dedicated to improving and encouraging positive relations between people of Hispanic nations and English speaking lands. To qualify, a student must demonstrate excellence by completing a minimum of 18 hours in Spanish, maintain a cumulative GPA of at least 3.0 and no less than a B in any Spanish class, and be in the top 35 percent of their graduating class. As this honor society is geared towards helping the community, participation in various community outreach programs is also mandatory.

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 extra-curricular 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 or Business Administration 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 athletics department, a member of the NCAA Division II and the Peach Belt Conference, offers 13 varsity sports for both men and women. After many years in the National Association of Intercollegiate Athletics (NAIA), the athletics department moved to NCAA Division II in 2009. All rules, regulations, and standards of the NCAA Division II will be followed by the College. Student athletes may have classes on MWF until 2:50p.m., and TR until 3:15p.m.

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

Since moving to the Peach Belt Conference, the Flagler Saints have won back-to-back Institution of the Year awards in 2011 and 2012, as decided by conference officials. The Flagler volleyball, men's soccer, 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 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 16 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.

Athletics facilities on campus include the Flagler Gymnasium and the Flagler Tennis Center. Located two miles from campus you will find the Flagler College Athletics Complex, 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 (Drysedale Field), 500-seat stadium for softball (Flagler Field), and beginning August 2013, a brand new 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 basketball games, college functions, and community events. Cheerleaders are under the supervision of the Director of Intercollegiate Athletics.

Flagler College Dance Team - This organization provides students an opportunity to expand their interests and talents in dance. Members perform individually and as a group primarily at basketball games, college functions, and community events. The Dance Team is under the supervision of the Director of Intercollegiate 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 Services

The Office of Career Services, located on the second floor of the Ringhaver Student Center, assists students and alumni in understanding the career planning process, developing sound career goals, and conducting effective job searches. 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 Office of Career Services is dedicated to helping students plan for the future as well as to 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. The Career Services Resource Library provides a large selection of books and handouts on career planning, job search strategies, and graduate school admission. 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.

Four-Year Plan

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

1st year: Explore

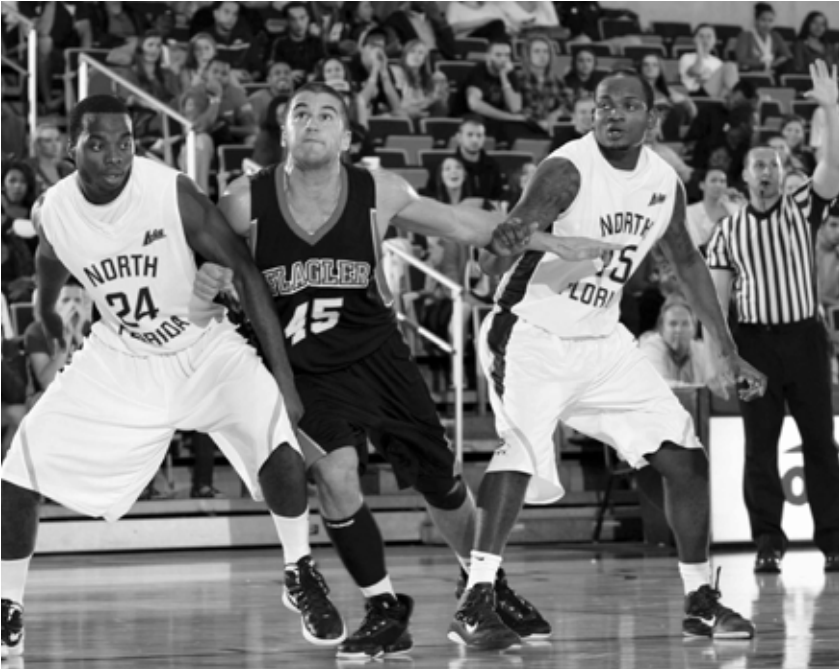
- Develop sound study habits, manage your time well, and get assistance for difficult courses.
- Meet with Career Services to explore career possibilities and majors, and to learn about resources offered.
- Begin to develop relationships with faculty, advisors, and key administrators.
- Complete career 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're considering.
- Read the Flagler College catalog and meet with your academic advisor to build your major.

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 Career Services.
- 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 Career Services.
- Join student chapters affiliated with the professional associations in your field.
- Begin building a portfolio for your career path.
- Bring your resume to Career Services for review.
- Determine if there are other "resume builders" for your field, aside from internships.
- Improve upon desired skills- public speaking, organization, problem solving, writing, etc.



The Flagler Gymnasium provides students with weight-training and workout equipment and is the main facility for competitive indoor sports.

- Explore graduate school programs.
- Schedule informational interviews with prospective career contacts.
- Apply for leadership positions on and off campus.
- Set career goals and steps to accomplish those goals.
- 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 and graduate schools 4-6 months before you graduate.
- Complete a second internship in order to make your resume stand out.
- Meet with Career Services to plan a strategic job search and to finalize your resume and cover letter.
- 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 an alternate “Plan B” in case you need to make last minute career adjustments.
- Begin branding and marketing yourself as a professional.

Every Year:

- Keep track of your accomplishments to use on your resume.
- Attend Career Services 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 that are well in advance of their start dates.
- Cultivate a career network. Keep in touch with former supervisors, faculty, and individuals you meet through family, friends, clubs, and classes.
- Review the Career Resource Library in the Office of Career Services.
- Review the job board located outside of the Office of Career Services.

Services for 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 of 1973 and the Americans with Disabilities Act of 1990. 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 OSSD. 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 OSSD 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 (904-819-6460 or ossd@flagler.edu).

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 OSSD and the student has signed a release which permits notification of the disability, the Director of Disabilities 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.

Students with disabilities seeking to charge a grievance of a decision of the OSSD or seeking a change in an academic requirement, a modification of examination procedures other than extended time or alternative seating, or other special accommodations not listed above must adhere to the following procedures.

1. The student must submit a written statement to the Associate Dean of Academic Affairs stating the requested modification or grievance.
2. The student must furnish appropriate professional data to substantiate the request. Such data may include, but are not limited to educational testing, medical reports, and psychological test results. The College reserves the right to substantiate all data through alternative sources.
3. After the data are received, the Associate Dean of Academic Affairs will convene the Committee on Academic Program Accessibility, a subcommittee of the President's Administrative Council, consisting of the Director of Admissions, the Registrar, and the Dean of Student Services. In the event that an individual is unable to attend, a designee may be appointed.
4. The student and/or his or her parents have the right to present witnesses, professional experts, and legal counsel. Participants in the review process may include the student, parents, professional witnesses, faculty or any other agents of the College who may be affected by the proposed modification or decision.
5. At the conclusion of its review, the Committee will issue a judgment on the validity of the request under the provisions of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
6. If the Committee judges that the request is valid, the Committee must then formulate a plan for reasonable academic accommodations. This plan will be developed in conjunction with persons involved in the review.
7. If the recommended plan is acceptable to all participants in the request, a written acceptance will be required. Copies of the plan will be sent to the student, parents, and the faculty involved. A copy will also be kept on file with the Office of Academic Affairs.

8. The responsibility for the implementation of the plan for reasonable accommodations will rest upon the appropriate department chair or designated College official. However, if a problem occurs, the plan may be revisited at any time. If changes to the plan are made, they must be agreed upon by all participants.
9. If the recommended plan is rejected by participants in the request, the student may appeal to the Dean of Academic Affairs.
10. If the request is judged to be invalid, a notification will be sent to the student and to his or her parents. Both will be advised of the procedure for appealing the Committee's decision to the Dean of Academic Affairs.

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.*

College Counseling Services

The College offers confidential counseling services to help students deal with personal concerns that interfere with learning and academic progress. The Counseling Center's professional counselors provide individual and group counseling and crisis intervention on short-term and emergency issues as well as consultation and referral services. All services are strictly confidential and are not part of students' College records. Counseling is free of charge to all currently enrolled students.

There are many reasons students should seek professional counseling. Often, they want to feel more satisfied with their lives, be more effective in dealing with

problems, increase their self-awareness, improve their self-esteem, or enhance communications within a relationship. Counseling can also help with problems related to: adjustment to college life, relationships, conflicts with roommates, family problems, time management, anxiety, eating disorders, alcohol and other drug use, grief, stress, depression, anger, social isolation, study skills, and test anxiety.

The Counseling Center is located at 8 Valencia Street, between Wiley Hall and Lewis House. Students may schedule an appointment by e-mailing counseling@flagler.edu or by calling the Counseling Center at (904) 819-6305.

Residence Halls

The College has five residence halls, two for women and three for men. Ponce de Leon Hall, the central building on campus, houses approximately 480 women, with all freshman female students housed on the first three floors. At the FEC Tower complex, returning female students are housed in two of three towers with a combined capacity of approximately 190. The three men's residence halls are Lewis House, housing approximately 180 men; Cedar Hall, with a capacity of 104 men for freshman male students. The FEC Tower complex, approximately 88 spaces, is for returning male students. 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 or who have completed a minimum of 24 semester hours of college credit while enrolled in a college. 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 four or more students. All rooms are furnished with beds, dressers, desks, and chairs. Linens, bedding, and pillows must be provided by the student.

Students have the option of arranging with the Bell South Telephone Company for a personal phone at their own expense.

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.



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

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 laundry facilities on campus with coin-operated washers and dryers.

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 reflective 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 Career Services, the Office of Advising and Retention, the Director of Intramurals, the Student Government Association, and the Campus Activity Board offices.

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*. 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 for 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 proctorw@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 off-campus use or consumption of alcoholic beverages are subject to College disciplinary action.

Drugs - The use, possession, distribution, or sale of illegal drugs or narcotics is prohibited. The use or possession of any drug paraphernalia is also prohibited.

Any student who violates this rule is subject to immediate suspension, dismissal, or expulsion from the College.

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, snackbar, student lounge, classrooms, corridors, residence halls, restrooms, stairways, entryways, laboratories, workshops, library, and conference rooms.

Inter-Hall Visitation - College policy does not permit inter-hall visitation. Students are not allowed to visit the rooms or the halls occupied by persons of the opposite sex. Students who violate this regulation are subject to disciplinary action by the Student Judiciary Council or the Associate Dean of Student Services.

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 reflects 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 affect 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.



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

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Department	Programs	Major/Minor
English	English	Major or Minor
	Creative Writing	Minor
Humanities	History	Major or Minor
	Latin American Studies/Spanish	Major or Minor
	Liberal Arts	Major
	Philosophy	Minor
	Religion	Minor
	Spanish	Major or Minor
	Latin American Studies	Minor
	Philosophy/Religion	Major
	Pre Law Program	Minor
	Public History	Minor
Youth Ministries	Minor	
Math & Technology	Mathematics	Minor
Natural Sciences	Coastal Environmental Science*	Major
	Environmental Science	Minor
Social Sciences	Anthropology	Minor
	Criminology	Minor
	International Studies	Major or Minor
	Political Science	Major or Minor
	Psychology	Major or Minor
	Sociology	Major or Minor
Sport Management	Sport Management	Major
Theatre Arts	Theatre Arts	Major or Minor

** This major is pending approval by SACS COC.*

The College offers two degrees: Bachelor of Arts and Bachelor of Fine 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 is not awarded for remedial courses (ENG 010 and REA 010).
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 an offering 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 36 hours in General Education courses, including three hours in English Composition (ENG 152 or ENG 172); six hours in mathematics; three hours in speech communication (COM 101); three hours in Keystone Seminar (COR 101); six 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. This includes

assessments of General Education (e.g. at the beginning of the freshman year and at the end of the sophomore year); surveys such as the National Survey of Student Engagement (during freshman and senior years), and all other assessments and surveys required by Flagler College.

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. **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.

4. The Keystone Seminar: Typically taken in the second semester of the first year, this high-impact course develops students' capacities to forge cross-disciplinary connections, reflect critically on their core values and beliefs, and foster deep learning. As a Writing Intensive course, it builds upon and complements Learning Communities and serves as a bridge between the first and second years. This course is taught by faculty from a wide range of disciplines.

General Education Program and Courses

Total Credit Hours Required: 36 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.** Students must complete at least 18 of the 36 hours required in the general education program before the beginning of the sophomore year. **The general education requirements should be completed by the end of the sophomore year.**

All students are required to complete one course in English Composition (ENG 152 or ENG 172) 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 as Writing Intensive (WI) within the General Education curriculum: ENG 152 (or ENG 172), Keystone Seminar, and three 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 must be enrolled in ENG 152 (or ENG 172) from the time of their initial enrollment at Flagler College until such time as this general education requirement is satisfied. Any student withdrawn from this course will receive a 'WF' and must retake the course.

In addition to the requirements in English, communication, and computer literacy, students must complete the General Education Program.

The purpose of the Flagler College General Education Curriculum is to cultivate literate, creative, socially responsible, and self-reflective individuals. The following courses comprise the General Education Program at Flagler College: Students are expected to be enrolled in an appropriate mathematics course from the time of their initial enrollment at Flagler College until such time as this general education requirement is satisfied.

I. Flagler Core Experience (15 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: 3 from the "A" category and 3 from the "B" category)

Category A:

MAT 135	College Algebra
MAT 142	College Geometry
MAT 162	Trigonometry and Analytic Geometry
MAT 171	Business Calculus
MAT 201	Calculus I
MAT202	Calculus II

Transfer Credit:

MAT 199	Mathematics (Category A Transfer)
MAT 299	Mathematics (Category A Transfer)

Category B:

MAT 138	Essentials of Mathematics
MAT 223	Statistics

Transfer Credit:

MAT 198	Mathematics (Category B Transfer)
MAT 298	Mathematics (Category B Transfer)

b. ENGLISH COMPOSITION (3)

ENG 152WI	Research Topics in College Writing
or	
ENG 172WI	Research Topics in College Writing: Honors

c. SPEECH COMMUNICATION (3)

COM 101 Speech Communication

d. KEYSTONE SEMINAR (first year) (3)

COR 101WI Keystone I

This high-impact course develops students' capacities to forge cross-disciplinary connections, reflect critically on their core values and beliefs, and fosters deep learning. As a Writing Intensive course, it builds upon and complements first-year Learning Communities and serves as a bridge between the first and second years. This course is taught by faculty from a wide range of disciplines, including but not limited to literature, history, philosophy, business, history of art, social sciences, and communication.

II. Foundations of Knowledge (6 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 judgements.

(6 credit hours: 3 from the "A" category and 3 from one of the "B" categories)

Category A:**WESTERN HISTORY (3)**

HIS 101WI	Western Civilization I
HIS 102WI	Western Civilization II
HIS 205WI	United States to 1877
HIS 206WI	United States History Since 1877

Category B:**STUDIES OF CULTURES (3)**

ANT 201WI	Cultural Anthropology
ANT 230	The Archaeology of the First Coast
ANT 250	Prehistoric Foundations of European Civilization
GEO 201	Human Geography
HIS 201WI/LAS 201WI	Introduction to Mexico, Central America, and the West Indies
HIS 202WI/LAS 202WI	Introduction to South America
HIS 210WI	African American History
LAS 201WI/HIS 201WI	Introduction to Mexico, Central America, and the West Indies
LAS 202WI/HIS 202WI	Introduction to South America

REL 211	World Religion
CLT 199	Culture (Transfer)
CLT 299	Culture (Transfer)

OR**LANGUAGE ACQUISITION (4)**

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	Beginning Sign Language for the Non-Major
SLS 202	Intermediate Sign Language for the Non-Major
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)

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)

Category A:**CREATIVE AESTHETICS**

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

Category 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 205	Acting I for the Major
THA 206	Oral Interpretation of Literature
THA 208	Dance for the Non-Major

IV. Ways of Knowing (6 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)

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
PHI 103WI	Introduction to Philosophy I
PHI 104WI	Introduction to Philosophy II
PHI 208WI	Ethics
PHI 223	Logic I: Critical Thinking
PLA 241WI/POS 241WI	Ethical Issues in the Judiciary
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 241WI/PLA 241WI	Ethical Issues in the Judiciary
POS 325WI/REL 325WI	Islam and Politics
PSY 101	Introduction to Psychology
PSY 201	Child Psychology
PSY 205	Developmental Psychology
REL 101	Introduction to the Old Testament
REL 102	Introduction to the New Testament
REL 212WI/HIS 212WI	History of Christianity
POS 325WI/REL 325WI	Islam and Politics
SOC 101WI	Introduction to Sociology
SOC 201WI	Contemporary Social Problems
SOC 210WI	Marriage and Family
SOC 243WI	Gender and Its Influence
SSC 199	Social Sciences (Transfer)
SSC 299	Social Sciences (Transfer)

Category B:**NATURAL SCIENTIFIC INQUIRY (3)**

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 (Transfer)
NAS 299	Natural Sciences (Transfer)

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 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 Dean 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 Advising and Retention. 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 institutional requirements;
- an 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 and faculty. The Library's collection consists of 96,921 printed volumes, 151,668 electronic books, 5,176 audiovisual items, 1,830 microforms, 465 periodicals, and five newspapers. The library also subscribes to 65 electronic databases used by students and faculty for research and to access over 33,000 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 compliment and reflect the architectural style of the Flagler Era buildings. The first and second floors include the Library's reference, audio-visual, and circulating collections, together with three quiet research spaces, three general Internet access spaces, five group study rooms (all of which are technology equipped), a technology supported presentation room, and a variety of other seating and privacy 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. Access by students to most of 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

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.



Students and faculty share unique learning experiences in the International Study Abroad Programs, which combine touring with instruction in rich cultural settings.

The Learning Resource Center

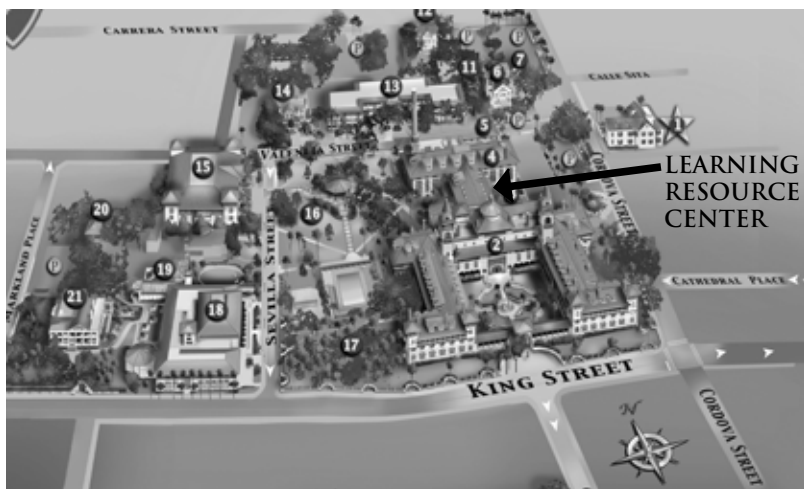
The Learning Resource Center (LRC) is a space where Flagler students can obtain, free of charge, assistance from their peers and College faculty members in math, accounting, writing, the natural sciences, Spanish, reading, and study skills. It is located at the east end of the south breezeway (nearest Ponce de Leon Hall). Students may also utilize the Center as a quiet work and study space between classes. It is open Monday through Friday during the fall and spring semesters from 10:00 a.m. until 5:00 p.m., but each lab has its own particular hours. Students can check them at <http://www.flagler.edu/lrc>. For general information about the LRC, e-mail learning@flagler.edu.

The Accounting Lab

The Accounting Lab provides tutoring in the field of accountancy—in particular, financial and managerial accounting. Students can obtain assistance with their homework, test prep, and general material review. 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 business calculus. GRE and LSAT



prep, and Course Compass and calculator setup are also available. E-mail mathlab@flagler.edu for more information.

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.

The Spanish Lab

The Spanish Lab allows students to work individually with experienced Spanish 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 spanishlab@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 Programs

Flagler offers an array of opportunities for students to enhance learning through study abroad programs. The Study Abroad Office, located in Wiley Hall; is responsible for overseeing and coordinating all study abroad programs, for providing students and faculty with information on such programs, and for conducting a *mandatory* study abroad orientation. Opportunities for studying abroad may be available during the summer term and during fall and spring semesters.

All students must complete the College's application for Study Abroad Programs before submitting an application for any of these programs and before attending the Study Abroad Orientation. Applications are available in the Study Abroad Office. The College requirement for a student to complete his or her final 30 semester hours at Flagler does not apply to students participating in an approved Study Abroad Program.

Types of Study Abroad Programs: Six general types of study abroad programs are available:

1. Students may register for one of the approved study abroad programs sponsored by one of the academic departments at Flagler College;
2. Students may enroll directly in a foreign university as an occasional, transient, or special student;
3. Students may enroll in a special program for foreign students at a foreign university;
4. Students may enroll in a program sponsored by another U.S. college or university;
5. Students may enroll in a program sponsored by an organization other than a college or university; or
6. Students may enroll in an international or U.S. college located abroad.

The basic criteria to qualify for any independent study abroad program is as follows:

1. have sophomore standing with the completion of at least 45 credit hours;
2. have a cumulative grade point average of 2.50 or higher;
3. be a degree-seeking student;
4. satisfy any departmental requirements;
5. be approved by the Office of Study Abroad;
6. receive positive letters of recommendation, if required; and
7. have a 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: 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. Approved programs are offered on an alternative basis. Current information is available on the College website.

Junior Year Abroad: The College encourages able and mature students to spend their junior year studying abroad. To participate in such a program, students (a) must be candidates for the bachelor's degree; (b) must have at least a 2.50 cumulative grade point average; (c) must satisfy requirements that are part of a departmentally-sponsored study abroad program; and (d) must complete a Flagler College Study Abroad Application. The department chair and the Study Abroad Office must approve the course of study and certify the general suitability of the applicant to participate in and benefit from a study abroad program.

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 anytime 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, and 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.

Students are advised of private health insurance programs for which they may apply. Students are required to present evidence of a health examination and insurance coverage prior to departure.

Enrollment Requirements: Students pursuing a Flagler College faculty-led study abroad program must be enrolled in the course for which the study abroad program is offered. 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.

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 Director of Financial Aid about using funds from these programs for the purpose of participating in the study abroad programs. With the exception of the Unger Scholarship and Babcock Scholarship for study abroad programs, institutional scholarships and grants are not applicable to study abroad programs; however, recipients of the Lewis-Wiley Scholarships may use the award for study abroad programs.

Non Faculty-Lead Study Abroad 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, as set forth in the literature of the applicable study abroad program.

Study Away Programs

Flagler offers an array of opportunities for students to enhance learning through study away programs. The Study Abroad Office is responsible for overseeing and coordinating all study away programs, for providing students and faculty with information on such programs, and for conducting a mandatory study away orientation. Opportunities for studying away may be available during the summer term and during fall and spring semesters. All students must complete the College's application for study away programs before submitting an application for any of these programs and before attending the Study Away

Orientation. Applications are available in the Study Abroad Office. The College requirement for a student to complete his or her final 30 semester hours at Flagler does not apply to students participating in an approved study away program.

Registration

New freshmen, transfer students, and readmitted students preregister 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 pre-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.*

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 interests 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 insurance coverage, and are not allowed to participate in College-sponsored student athletic 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 for the next semester 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 for readmission to the Office of the Registrar.

Readmitted Students

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; Post Office Box 1027; Saint Augustine, FL 32085-1027.

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 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/Registrar/>. 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.

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 Advising and Retention, 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

Subject to the approval of the Academic Advisor, 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 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.

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. 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 Dean of Academic Affairs)
2. Serious illness/sickness (verified by the College Nurse, the Dean of Student Services or the Associate Dean of Academic Affairs)
3. Serious emotional illness (verified by the Associate Dean of Counseling, the College Nurse, the Dean of Student Services or the Associate Dean 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 Dean 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 Dean of Academic Affairs)
7. Very unusual circumstances as determined by the instructor, the Associate Dean of Academic Affairs, or the Dean of Academic Affairs.

Students requesting excused absences are responsible for notifying the Associate Dean 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 "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 Dean of Academic Affairs.

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 Dean 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 Dean 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, the faculty member may contact the Dean of Academic Affairs, the Associate Dean of Academic Affairs, or the Dean of Student Services. Once the administrator becomes aware of the situation, a meeting will be scheduled with the faculty member and the Dean of Academic Affairs, the Associate Dean of Academic Affairs, or the Dean 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 Dean of Academic Affairs, the Associate Dean of Academic Affairs, or the Dean 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. The student has the right to accept the results of the disposition or to have a hearing before the College Disciplinary Committee.

Should the student select to proceed with a College Disciplinary Committee hearing, the procedures will follow those stated in the *Student Handbook*.

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.

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 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. At the student's request, copies of grade reports will be sent to the legal home permanent address furnished by the student.

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		
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. A 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 Dean 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 Dean of Academic Affairs, and the Registrar. No corrections, additions, or changes will be made unless grade errors are reported to the Registrar within 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 Dean of Academic Affairs who will act on the committee's

recommendation and will notify the student of his decision. The Associate Dean's decision may differ from the committee's recommendation. The Associate Dean of Academic Affairs, at his discretion, may conduct a hearing without appointing a faculty committee. The decision of the Associate Dean 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 Dean of Academic Affairs. The chair (or the Associate Dean) 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 Dean of Academic Affairs.

If the issue is not resolved at the departmental level, the student may request a hearing with the Associate Dean of Academic Affairs. A hearing will involve both the faculty member and the student. The Associate Dean 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 Dean may be appealed to the Dean 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 term in no way obligates or requires the College to extend or continue a student's enrollment beyond the semester or term. At the conclusion of any semester or term, 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 term, the Associate Dean 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 Dean 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 Dean's own professional judgment, the Associate Dean determines whether a student receives an academic warning, is placed on probation, is suspended, or is dismissed. Listed below are explanations of, and conditions for, the four types of action that can be taken by the Associate Dean.

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 term. 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 Suspension: Academic suspension is the involuntary separation of the student from the College. A student's record is reviewed carefully before a decision for suspension is made. A student is subject to academic suspension if, in the professional judgment of the Associate Dean of Academic Affairs, the student's academic performance is consistently below the College's standards or otherwise indicates the inability to maintain good academic standing. Academic suspension is for a specified time. Students who are academically suspended must go through the Flagler College readmission process. Readmission is not assured and is contingent upon the outcome of the evaluation process as conducted by the Readmission Committee.

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 Dean 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 suspension or dismissal.

A decision for suspension or 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 difficulty 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 Dean 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 Dean, such a decision will benefit both the student and the College.

Academic Suspension or Dismissal During the Term: Students who are dismissed during the term 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 term, 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

The summer term is a seven-week session. 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. Registration for eleven (11) or more credits 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 who enroll for the summer term. 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 are not required to purchase 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/Registrar>. 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.* Students should submit to the Registrar, the Associate Dean of Academic Affairs, the Dean of Academic Affairs, the Dean of Student Services, the Director of Business Services, the Director of Financial Aid, the head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect and purpose(s) for inspection. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. The appropriate College official will make arrangements for access and notify the student of the time and place where the records may be inspected. 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 personally identifiable 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 office 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, at the time of registration, 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. To deny the release of information, including photographs, pertaining to participation

in recognized activities, programs, services, and sports, the student must notify, in writing, the Office of Admissions, the Office of the Registrar, the Office of Academic Affairs, the Dean of Student Services, the Director of Intercollegiate Athletics, and the Office of Public Information each academic year.

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 Academic Advising and Retention, 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.

Intent to Graduate Process

During the junior year, students must meet with a staff member in the Office of the Registrar to certify the completion of all general education requirements. During this process, the student is informed of the 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. **Once a student earns 60 semester hours, the student is responsible for scheduling the interview with the Office of the Registrar.**

Administrative Requirements for Graduation

During the Intent to Graduate Process in the Office of the Registrar, prospective graduates must complete the Intent to Graduate form. Information on this form is used to establish the student’s anticipated degree date and to confirm the student’s major and minor fields of study. Additionally, prospective graduates will indicate how they want their names to appear on the diploma and in the commencement program.

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

Students who have not completed all the necessary degree requirements, but who expect to complete their degree requirements at the end of the summer term, may petition to march in the spring commencement ceremony if they satisfy all 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 degree requirements;
2. The student must have completed all other degree requirements, 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; and
4. The student must attempt to complete all degree requirements by the end of the summer term immediately following the spring commencement ceremony.

A student who meets these conditions and who wishes to march during the spring commencement ceremony must submit his/her request in writing to the Associate Dean of Academic Affairs at least six weeks prior to the end of the spring semester. The Associate Dean will determine the space available and will confer with the Registrar to confirm that the student meets each of the conditions stated above and plans to attend the summer term. The Associate Dean 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).

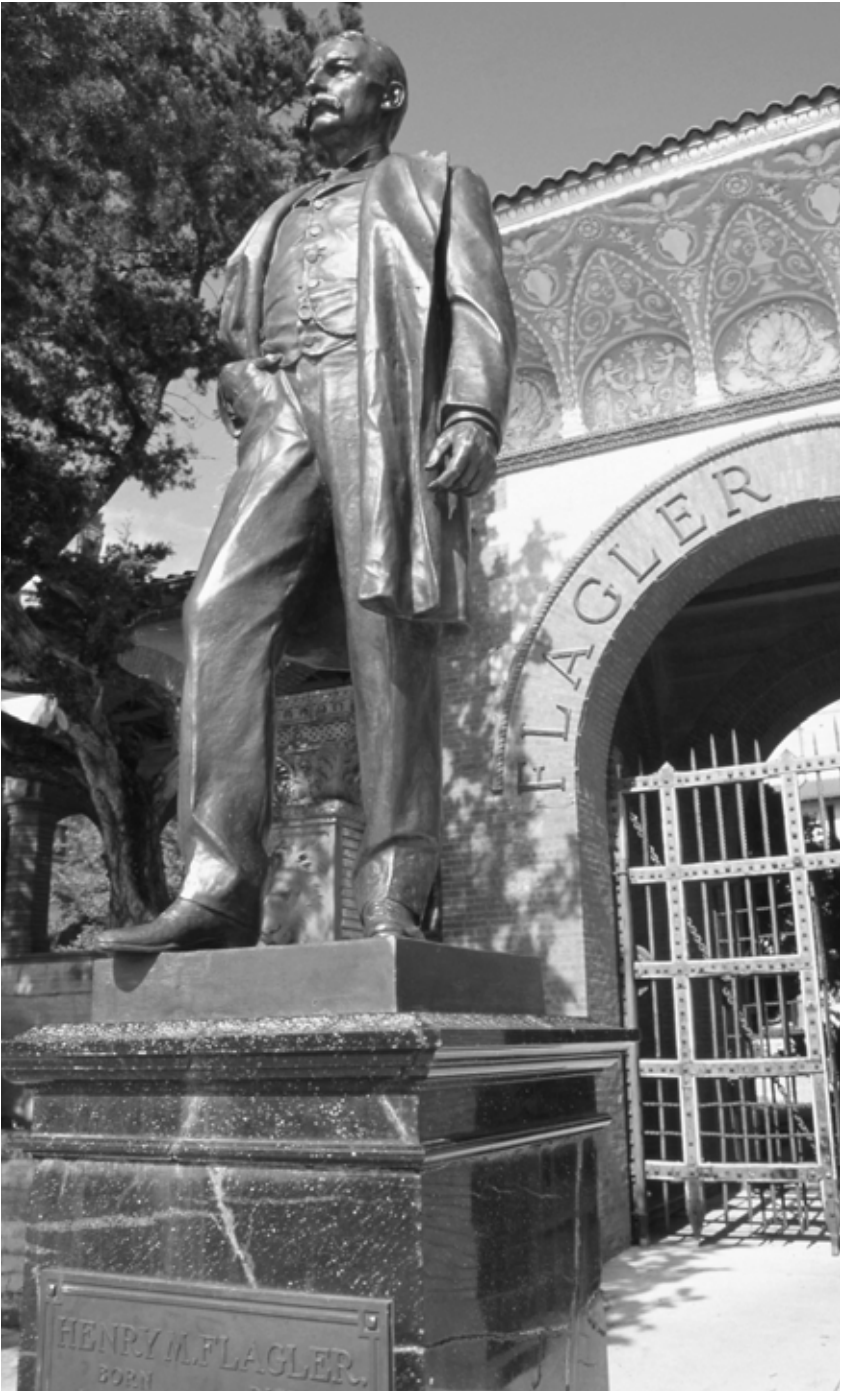
Transcript Request

1. 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 and Flagler One payments will not be accepted.
2. Please allow at least ten business days for processing except for peak processing periods.
3. Official Transcripts will not be issued until all holds are cleared with Office of Student Accounts and the Office of Financial Aid.

4. 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.
5. If sending transcripts to different recipients, please use a separate form for each transcript request.
6. Requests for unofficial transcripts will be accepted by fax at 904-829-6838.
7. Please mail this completed form and payment to the campus you attended.



The Palm Garden adjacent to the former Hotel Ponce de Leon is a peaceful common area situated in the heart of St. Augustine.



Founded in 1968, Flagler College was established as a memorial to Henry M. Flagler, the single most pivotal figure in Florida's early development.



COURSES OF INSTRUCTION

In the following section, courses are listed alphabetically by area and subject. An asterisk following the subject title indicates that it is a major field of concentration. 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.

Clear, correct, and effectively written and spoken English is expected of all students. Reading comprehension is equally important. Credit in any course may be withheld if the student fails to give evidence of competence in the prescribed reading and writing assignments.

Academic Support Services

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 69 semester hours is required for the Accounting major. Students majoring in Accounting must satisfactorily complete ACC 211, 349-350, 359-360, 361, 371, 411, 448, 451; BUS 241, 301, 302, 307, 310, 342, and 470; CSC 206; MAT 135 or 171 or 201, and 223; ECO 201-202, and COM 101. Accounting

majors are also encouraged, but not required, to take MAT 201. Students should have completed ACC 211 and ECO 201-202 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.

ACC 211 – Principles of Financial Accounting (3)

An introduction to the language of business, use of accounting information as a tool for measuring performance and making business decisions is emphasized. Major topics studied are the accounting cycle and the balance sheet.

ACC 212 – Principles of Managerial Accounting (3)

Prerequisite: ACC 211. A continuation of the basic course with emphasis on financial statement analysis and interpretation made from financial statement data and management accounting topics.

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. Designed to follow the introductory study of accounting. A detailed review of the accounting cycle and processes. Financial statements, disclosures, and their elements. Concept of time value of money and its applications. Preparation of the statement of cash flows. *Fall semester.*

ACC 350 – Intermediate Accounting II (3)

Prerequisite: ACC 349. Economic resources. Cash and receivables, measurement of inventories and other inventory issues, operational assets, acquisition utilization and disposition. Accounting for long-term investments in stocks and bonds. *Spring semester.*

ACC 359 – Managerial Accounting (3)

Prerequisite: ACC 211. Provides the student with the tools necessary to make better managerial decisions. Includes the use of accounting as a managerial tool for business strategy and implementation. *Fall semester.*

ACC 360 – Cost Accounting (3)

Prerequisite: ACC 359. A continuation of ACC 359. Provides the student with the cost accounting concepts and practices necessary to plan and control operations as well as costing products, services, and customers. *Spring semester.*

ACC 361 – Federal Income Tax (3)

Prerequisite: ACC 211. The Federal income tax law is examined as it applies primarily to individuals. A comprehensive understanding of the basic tax model including gross income and exclusions, adjustments for, and from, adjusted gross income, exemptions, credits and property transactions. *Fall semester.*

ACC 371 – Accounting Information Systems (3)

Prerequisite: ACC 211. A study of information and reporting needs in business organizations including fundamentals of analysis, design, and installation of accounting and financial reporting systems. *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)

Prerequisites: ACC 349 and ACC 350. Study of the conceptual basis of accounting. Current liabilities and contingencies, bonds and long term notes, leases, accounting for income taxes (intra period tax allocation), stockholders equity and earnings per share including fully dilutive. *Fall semester.*

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. Advanced topics in financial accounting including not-for-profit business, government accounting (funds), partnerships, branch office accounting, consolidations, and inter-company eliminations. *Spring semester.*

ACC 451 – Auditing (3)

Prerequisites: ACC 371 and ACC 411, and senior standing or department approval. A study of the function and responsibilities of the auditor. Topics include the professional standard of ethics for auditors, the audit reports, and audit program and procedures. *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 CSC 206; minimum of 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 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 Accounting majors 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: See page 168.

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:

A minimum of 2 courses is required from the following list:

ANT 201	Cultural Anthropology (3 hours)
ANT 205	Physical Anthropology (3 hours)
ANT 220	Archaeology (3 hours)
ANT 301	Introduction to Language Studies (3 hours)

Condition for the minor:

No more than 6 semester hours, or 2 courses may be transferred in to satisfy minor course requirements.

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:
Northeastern Florida Before Menéndez (3)**

This course introduces students to the long and fascinating history of humans in the area around St. Augustine. In addition to its important historical status as our nation's first European city, St. Augustine is also situated amidst some of the most interesting and important archaeological remains known from Florida, and from the southeastern U.S. generally. 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 and extending up to and including the arrival of the Spaniards and the founding of St. Augustine. Concepts and methods that are fundamental to the scientific study of archaeological remains will be introduced using specific cases and datasets from the region.

ANT 250: Prehistoric Foundations of European Civilization (3)

This course surveys European prehistory from 9000 BC until the fall of the Roman Empire and the emergence of the Vikings and Anglo-Saxons. Geographical coverage will include Western, Central and Eastern Europe and southern areas including parts of the Mediterranean and Aegean. Emphasis will be placed on investigating major changes in social organization, cultural contact and exchange, technology, and economy. Key developments covered will include the rise of complex hunter-gatherer-forager communities in the Post-glacial period, the emergence and spread of agriculture and megalithic monumentality in the Neolithic, the impact of metallurgy, Iron Age 'Celtic' developments, the expansion, influence and collapse of the Roman Empire, and the rise of the post-Roman world with Viking and Anglo-Saxon migration and colonization processes. This course will provide a useful foundation for students interested in archaeology, history, ethnic history, art history, and classics.

ANT 301 – Introduction to Language Studies (3)

Prerequisite: Junior standing. An introduction to language study including

investigations of the nature, development, and origins of human language. Topics of discussion are centered around a description of contemporary approaches to phonology, morphology, syntax, and semantics (linguistics) as they relate to the processes of language production/comprehension (psycholinguistics) and the mental models constructed and used for communication by individuals and within social groups (sociolinguistics). Requirements include tests and a final project. *This course is cross-listed as ENG 301.*

ANT 311 – Native Americans (3)

A survey of the origins and cultural development of the North American Indian with an emphasis on the cultural effects of modernization.

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 360: Introduction to Forensic Anthropology (3)

Pre-requisite: 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)

Pre-requisite: 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)

Pre-requisite: 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 410: Anthropology of Natural Disasters (3)

Pre-requisite: ANT 201. The increasing frequency and severity of natural disasters has led to a growing interest in better understanding the cultural nature of such catastrophes. Natural hazards are a part of the natural environment with which humans interact with on a daily basis and to which society must necessarily adapt. They only become disasters or catastrophes when the affected human societies are unable to cope with the stresses brought on by such events, either socially or technologically. This class examines natural disasters from around the world and throughout history from an anthropological perspective, focusing on the social reasons for, responses to, and results of natural disasters.

ANT 420: Conditions of Poverty in the Modern World (3)

Pre-requisite: ANT 201. Increasing social and economic disparity are hallmarks of the world's growing population. As societies expand globally, differences in wealth and status among the inhabitants become more pronounced. This course considers the diverse ways that poverty is experienced across cultures and how it is perceived by scholars who study it, as well as by the general public in the myriad places that it exists. The manner in which information from scholarly studies is brought to bear on problems of poverty, and the ways that popular perceptions of poverty have affected public policy in this and other countries are addressed. Cases of poverty from urban and rural contexts are examined and compared in order to build a critical understanding of the ways that social and economic inequality continue to expand throughout the world.

ANT 440 – Special Topics (3)**ANT 477 – Research Assistant (1)**

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: 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.

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, including HIS 101-102, ART 105, ART 218, ART 251, ART 252, ART 352, and ART 470. 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 452, 491, or 492.

Graphic Design Major: A minimum of 65 hours, including ART 105, 106, 204, 218, 225, 226, 227, 228, 229, 252, 335, 352, 435, 436, 495, plus two Graphic Design studio electives.

Fine Arts Major: A minimum of 62 semester hours is required, including ART 105, 106, 218, 225, 226, 251, 252, 302, 304, 305, 352, 496, plus an additional 18 hours of Fine Art studio electives and/or approved art courses.

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 of 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.

A minimum of 79 hours, including ART 105, 106, 218, 225, 226, 251, 252, 302, 304, 305, 352, 496, 497, plus an additional 31 hours of Fine Art studio electives and/or approved art courses.

31 Credits of Fine Art Studio Electives and/or Approved Art Courses

- 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 401 Creativity: The Art of Possibilities (3)

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- 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 433 Video Art (4)
- ART 434 Relational 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, including ART 105, 106, 225, 226, 251 or 252 or 218, plus two Fine Art Studio electives from 300 or above.

Art History Minor: A minimum of 21 hours, including HIS 101-102, ART 218, 251, 252, 352, and either ART 409 or 452.

Graphic Design Minor: A minimum of 23 hours consisting of ART 105, 204, 218, 225, 227, 230.

Illustration Minor: A minimum of 31 hours consisting of ART 105, 106, 204, 225, 325, 426, and two courses from the following: ART 302, 304, and 308.

Advertising Minor: A minimum of 18 hours including ART 218, COM 208, BUS/COM 318, BUS 101 or ECO 202, COM 308, ART 230.

Art Education Major: See Education section for required courses.

Foundation Program:

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 Foundations 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 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 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. This course must be taken at Flagler College and cannot be transferred from another institution. An exploration of advanced perceptual and conceptual drawing problems in a variety of mediums.

ART 204 – Image Studio (4)

Prerequisites: ART 105 and 218. 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 218WI – 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 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 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 204, ART 227. 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, ART 227, ART 228. 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 (3)

An introductory course to the field of graphic design for the student who does not intend to pursue a major in Graphic Design.

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 253 – History of Graphic Design (3)

A survey of historical developments in graphic communications from pre-history to the present. Content includes development in historical narratives, methods of graphic representation, and current trends in contemporary graphic communication.

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, 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, 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. A studio course that focuses on the interpretation of visible language systems and exploration of typographic expression. Projects will integrate accumulated typographic knowledge with form, image, sequence, and narrative. The course will allow students to develop their own content and to communicate individual perspectives through writing and research. Conceptual interpretation and experimentation will be emphasized, as students develop their own voices as authors and editors. Exercises may include advanced type problems such as typeface design, complex publication design, and type in motion.

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, 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)

Prerequisite: 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 it's 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 or ART 252. 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 251 or 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 251 or 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 391, 392, 393 – Independent Study (1-4, 1-4, 1-4)

Prerequisite: Departmental approval.

ART 401 – Creativity: The Art of Possibilities (3)

Prerequisite: Junior standing or permission of instructor. This course is an exploration into the nature of creativity and human expression as it relates to problem solving in our daily lives and in the creation of works of art. This course will refer to issues such as aesthetics, philosophy, psychology, biology, and religion to explore this subject.

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 4-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 3 credits, however, preference is given to first-time students.

ART 426 – Illustration II (4)

Prerequisite: 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 – Relational Art (4)

Prerequisite: Junior standing or permission of instructor. Nicolas Bourriaud defines relational art as, “A set of artistic practices which take as their theoretical and practical point of departure the whole of human relations and their social context, rather than an independent and private space.” This means that students in this class will collaborate with each other and with the public, both on and off campus, as participants in the process of creating art experiences.

Due to the social nature of this work, the class also focuses on how service learning can benefit both the community and the artist through socially engaged art practices. Service learning is a pedagogical practice that allows students to learn a subject outside of the classroom, through active community engagement, usually in “service” to a group or charity organization that needs help. The combination of service learning and relational/socially engaged art allows students to act as whole citizens—students, artists, individuals and community members—all at once, while also strengthening or creating new ties between the college and the local community.

A large part of the learning in this course takes place through group collaboration and negotiation. Most of the projects in this course are not self-directed and yet each student must bear responsibility for the artistic success of each project. Participation is also key in the success of each class member’s ability to learn from the projects, readings, and discussions, and in their ability to share this knowledge with the communities—participants and viewers—that we encounter.

ART 435 – Interactive Design Studio (4)

Prerequisites: ART 105, ART 106, ART 204, ART 218, ART 225, ART 226, ART 227, ART 228, ART 335. 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 335, ART 435. 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 452 – Art History IV (3)

Prerequisites: ART 251 and ART 252. An advanced seminar with an emphasis on selected topics in art history.

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 a venue 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: Graphic design major, ART 435, 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 – BFA Portfolio II (4)

Prerequisites: Fine art major 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 ACC 211, 212; BUS 230, 241, 301, 302, 303, 307, 310, 470; ECO 201, 202; CSC 206; MAT 135 or 171 or 201, and 223. 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 (3 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, 342, 353, 408, 409, 420, 441, 461, 474.

In addition, one three-hour ECO elective at the 300 level or higher must be completed. Students are strongly encouraged to complete ACC 211, 212, BUS 230, ECO 201, 202, and MAT 135 or 171 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.

Business Administration Minor: Students must satisfactorily complete ACC 211, 212; BUS 301, 307, 310; CSC 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.

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 6 hours of required courses, BUS 310 and BUS 462, and 12 hours of electives from the following courses: BUS 312, 315, 318, 409, 416, 417, 471, and 472.

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.

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 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 241 – 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; torts; crime; and contracts.

BUS 301 – Financial Management I (3)

Prerequisites: ACC 211, MAT 223, Junior standing. 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, and mergers and acquisitions.

BUS 303 – Management Information Systems (3)

Prerequisite: CSC 206. 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 CSC 303.*

BUS 304 – New Venture Creation and Development (3)

Prerequisites: ECO 201, 202, ACC 211, BUS 241. 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, and BUS 101 or ART 218 or COM 210 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)

Prerequisites: ECO 201, 202, ACC 211, BUS 241, 307, 310. 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 322 – Social Entrepreneurship (3)

Prerequisites: ECO 201, 202, ACC 211, BUS 241, 307, 310. 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 340 – Selected Topics (3)

An in-depth examination of a business topic which is not covered in existing courses.

BUS 342 – Advanced Business Law (3)

Prerequisite: BUS 241. This course is a continuation of BUS 241 with emphasis on selected topics including business organizations, property, insurance, negotiable instruments, labor, and creditor rights.

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 171 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 becomes 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. *Offered periodically.*

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 CSC 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.

Communication

CSP	Strategic Communication (Public Relations)
CJD	Journalism and Documentary Production
CMS	Media Studies

A student interested in Communication may choose from the following majors: Strategic Communication (Public Relations), Journalism and Documentary Production, and Media Studies. Students majoring in one of the 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 focus on the preparation to further their studies in a graduate program.



Flagler College Television (FCTV) is a student-run television production company, with programs including a news magazine show, programs covering the Flagler College forums, and numerous nationally recognized guest lecturers, as well as original student productions.

Course Requirements for the Media Studies Major (CMS)

Total for Major = 53 Credits

Prerequisites

- COM 101 Speech Communication (3)
 ENG 152 Research Topics in College Writing (3)

Core Requirements

- COM 208 Introduction to Media (3)
 COM 213 Media Literacy (3)
 COM 362 Media Ethics (3)
 COM 420 Media Law (3)

(12 credit hours)**Major Requirements**

- COM 235 Principles of Media Studies (3)
 ART/COM 218 Visual Culture (3)
 COM 320 Writing Criticism for Media Studies (3)
 COM 334 Gender, Race, Class and the Media (3)
 COM 335 Television and Contemporary Society (3)
 COM 435 Senior Seminar in Media Studies (3)

Choose 1 History Class

- COM 216 Film History (3) or ART 367 History of Photography (3)

Choose 2 of 4:

- COM 338 Propaganda in a “Free” Society (3)
 COM/ENG 316 Film and Genre (3)
 COM 337 National Film Movements (3)
 ENG 345 Film Literature (3)

Choose 1 of 2:

- COM 401 Media Aesthetics (3) or COM 431 Videogaming (3)

Electives List (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

**Course Requirements for the Strategic Communication
(Public Relations) Major (CSP)**

Total for Major = 53 Credits

Prerequisites

COM 101	Speech Communication (3)
ENG 152	Research Topics in College Writing (3)

Core Requirements

COM 208	Introduction to Media (3)
COM 213	Media Literacy (3)
COM 362	Media Ethics (3)
COM 420	Media Law (3)

(12 credit hours)

Major Requirements

COM 224	Foundations of PR/Strategic Communication (3)
COM 226	Writing and Production for PR/Strategic Communication (4)
COM 311	Advanced Writing for PR/Strategic Communication (3)
COM 358	Social Media for PR/Strategic Communication (3)
COM 359	Digital Media for PR/Strategic Communication (3)
COM 403	PR/Strategic Communication Theory and Research (3)
COM 462	PR/Strategic Communication Case Analysis (3)
COM 463	PR/Strategic Communication Campaigns (3)
COM 464	Portfolio for PR/Strategic Communication (1)
COM 481, 482, or 483	Communication Internship (3)

(29 credit hours)

Professional Enhancement Electives:

ART 229	Branding (4)
ART 230	Graphic Design for the Non-Major (3)
ART 436	Advertising Design (4)
BUS 101	Introduction to Business Administration (3)
BUS 241	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)

(6 credit hours)**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)
COM 338	Propaganda in a "Free" Society (3)
POS 221	Politics in the United States (3)
POS 343	Campaigns and Elections (3)
PSY/SOC 370	Social Psychology (3)
SOC 201	Contemporary Social Problems (3)
SOC 355	Social Movements (3)

(6 credit hours)**Course Requirements for the Journalism Area of the Journalism And Documentary Production Major (CJD)**

Total for Major = 68 Credits

Prerequisites

COM 101	Speech Communication (3)
ENG 152	Research Topics in College Writing (3)

Core Requirements

COM 208	Introduction to Media (3)
COM 213	Media Literacy (3)
COM 362	Media Ethics (3)
COM 420	Media Law (3)

(12 credit hours)

Major Requirements

COM 220	Newswriting I (3)
COM 230	Newswriting II (3)
COM 242	Photojournalism I (4)
COM 253	Reporting I (3)
COM 255	Multimedia Production for Journalists (4)
COM 323	Production I (4)
COM 326	Program Producing (3)
COM 342	Photojournalism II (4)
COM 353	Reporting II (4)
COM 452	Advanced Reporting I (4)
COM 453	Advanced Reporting II (4)
COM 470	Portfolio Review (1)
COM 481, 482, or 483	Communication Internship (3)
(44 credit hours)	

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 201	Contemporary Politics (1)
POS 221	Politics in the United States (3)
POS 301	International Relations (3)

Course Requirements for the Documentary Production Area of the Journalism And Documentary Production Major (CJD)

Total for Major = 64 Credits

Prerequisites

COM 101	Speech Communication (3)
ENG 152	Research Topics in College Writing (3)

Core Requirements

COM 208	Introduction to Media (3)
COM 213	Media Literacy (3)
COM 362	Media Ethics (3)
COM 420	Media Law (3)
(12 credit hours)	

Major Requirements

COM 219	Audio Production (4)
COM 232	Writing for Short Subject (3)
COM 234	Writing for TV (3)
COM 242	Photojournalism I (4)
COM 257	Multimedia Production for the Documentary (4)
COM 260	Introduction to Documentary Styles (3)
COM 323	Production I (4)
COM 324	Production II (4)
COM 326	Program Producing (3)
COM 468	Senior Thesis for Documentary Production (4)
COM 470	Portfolio Review (1)
COM 481, 482, or 483	Communication Internship (3)

(40 credit hours)**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 (3)
THA 209	History of American Film I (3)
CRW 208	Screenwriting (3)
ENG 345	Film Literature (3)
REL 335	Religion and Film (3)
PHI 360	Philosophy Through TV and Film (3)

Course Requirements for the Communication and Media Minor

Total for Minor = 24 Credits

Requirements

COM 208	Introduction to Media (3)
COM 213	Media Literacy (3)
COM 362	Media Ethics (3)
COM 420	Media Law (3)

Choose ONE of the following: COM 232 Writing for Short Subject, COM 234 Writing for Television, COM 220 Newswriting I, or COM 216 Film History

Plus **9 credit hours** from any COM 300-400 level courses

**Course Requirements for the Journalism
and Documentary Production Minor**

Total for Minor = 29 Credits

Requirements

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 of the following: COM 232 Writing for Short Subject, COM 234 Writing for Television **or** COM 220 Newswriting I

Course Requirements for the Media Studies Minor

Total for Minor = 30 Credits

Requirements

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)

Plus 6 credit hours from:

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/ENG 316	Film and Genre (3)
COM 337	National Film Movements (3)
ENG 361	Film Literature (3)
COM 401	Media Aesthetics (3)
COM 431	Videogaming (3)

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)

Prerequisites: 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 and COM 213. 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 218WI – 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)

Prerequisites: COM 208 and COM 215 or permission of instructor. 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)**

Prerequisites: COM 208 and COM 213. An introduction to print and online writing for mass media including news, feature and opinion writing. Involves instruction and practice in the responsibilities, writing skills, research and formats of information writing, stressing the commonalities across media.

**COM 224 – Foundations of PR/Strategic Communication (3)
(equivalent to COM 222)**

Prerequisites: COM 208 and COM 213. 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)
(equivalent to COM 215)**

Prerequisites: COM 213 and 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)
(equivalent to COM 251)**

Prerequisites: COM 220. This is an intermediate reporting course in electronic journalism, covering production of news for radio, television, and news websites. Emphasis is on writing and producing for all 3 platforms, including fact gathering and reporting, interviewing, on-air and news production. Classes will include, but not be limited to, lectures, class discussion, media critiques, audio-video presentations, individual coaching, topical exercises, and outside reporting assignments.

**COM 232- Writing for Short Subject (3)
(equivalent to COM 315)**

Prerequisites: COM 213. This course aims to sharpen your storytelling and screenwriting skills through practical writing experience in the short-film form.

In a supportive workshop environment, we will examine the basics of the craft, encourage productive writing habits, and visit the territory of your imagination. Starting with a few simple ideas, each student will mold characters and spin stories for those characters, with an emphasis on 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)
(equivalent to COM 315)

Prerequisite: COM 213 Media Literacy. 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)

Prerequisites: COM 208 and COM 210. 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 operas, and the world wide web. Discussion will focus on applying critical concepts to screenings and clips.

COM 242 – Photojournalism I (4)

Prerequisites: COM 215. A studio course designed primarily for students pursuing a Journalism track as a Communication major. The course teaches basic camera techniques and digital processes in the context of classroom projects associated with the field of Photojournalism. *A lab fee is required for this course.*

COM 253- Reporting I (3)
(equivalent to COM 306)

Prerequisites: COM220 and COM230. Instruction and practice in researching and writing more complex news and feature stories and consideration of ethical guidelines. Course offers practice in information gathering, fact checking, and interviewing, as well as in column and editorial writing.

COM 255- Multimedia Production for Journalists (4)
(equivalent to COM 352)

Prerequisites: COM 208. 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. 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)
(equivalent to COM 215)**

Prerequisites: COM 213. This is a hands-on multimedia course in which students learn the basic elements of digital imaging, file compression and delivery formats, audio and video production.

COM 260 - Introduction to Documentary Styles (3)

Prerequisites: COM 255 or COM 257. 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 210 or permission of publication adviser. Work on the college newspaper, the *Gargoyle*, under the supervision of the Office of Public Information. *May be repeated for a maximum of 3 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 3 credit hours.*

COM 307 – Magazine Writing (3)

Prerequisite: COM 210 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 ENG 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)
(equivalent to COM 310)**

Prerequisites: COM 224 or permission. 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. In this course, students will, through readings, film viewings, lectures, and discussion, examine the phenomenon of film noir, historically, stylistically, and thematically. Most importantly, the course will consider the social and political context in which the films and the idea of “film noir” came into existence and how the idea of noir continues to be used.

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) (equivalent to COM 317)

Prerequisites: 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)
(equivalent to COM 417)**

Prerequisites: 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)
(equivalent to COM 340)**

Prerequisites: 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. This course is an introductory survey of Gender Communication. It closely examines the mass media and the historical, theoretical, cultural, economic, and political significance of Gender Communications. It presents a number of intriguing legal, ethical, and cultural issues regarding the media in the world today and in the past. This is an important course in how sex and gender have been and are used in today's media and society for entertainment, economic, and social purposes.

COM 335 - Television and Contemporary Society (3)

Prerequisites: 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 through a variety of approaches. Our topical exploration will consider television's role within 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)
(equivalent to COM 340)**

Prerequisites: COM 216. 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)

Prerequisites: COM 215 and COM 235. This advanced communication course is designed to instruct the student on the basics of 16mm film production in the digital age. In the course of our study students will have an opportunity to shoot a short film project in the style of their choice and transfer the footage to a digital format for completion on a non-linear editing system. Throughout their work in the course students will:

1. Gain a broad understanding of film terminology.
2. Gain a broad understanding of film technology.
3. Create a short 16mm film project.
4. Understand the uses of film in the modern digital production environment.

COM 342 - Photojournalism II (4)

Prerequisites: COM 242. 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 visual art and photography to tell stories and provide insight.

COM 353 - Reporting II (4) (equivalent to COM 351)

Prerequisites: COM 253. 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 358 - Social Media for PR/Strategic Communication (3)
(equivalent to COM 355)**

Prerequisites: COM 224 or permission. This course will focus on how to tap into the new consumer-driven media environment and gain access to audience intelligence necessary to properly brand and promote a company or client. We will compare traditional mainstream media used in public relations to new social media and emphasize the marriage that needs to exist between the two if promotional efforts are to be maximized in a rapidly changing environment.

COM 359 - Digital Media for PR/Strategic Communication (3)

This course is designed as a follow-up to COM 358. This course is designed to provide students with realistic skills and experiences in the research, planning, execution and evaluations of emerging digital media as applied to the fields of communication such as public relations and advertising. They 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.

COM 362 – Media Ethics (3)

Prerequisite: COM 217 or COM 222 or COM 235 or COM 251. 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 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 adviser. Students will fulfill their duties stated in the letter of appointment and meet weekly with the adviser 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 films, animation, and experimental genres.

**COM 403 – PR/Strategic Communication Theory and Research (3)
(equivalent to COM 402)**

Prerequisites: COM 208 Introduction to Media and COM 224 Foundations of Strategic Communication. An examination of pertinent theories of persuasion and media and related research methods, for the process of research and evaluation in strategic communication. Students will be expected to carry out a proprietary research project and final research proposal/report.

COM 405 – International Communication (3)

Prerequisite: COM 222 or COM 217 or COM 235 or COM 251 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 PLA 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)

Prerequisites: 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. You will be expected to use these analytical frameworks to understand video game texts and to explore game culture. You will interact with these frameworks through class discussions, exams, journal entries, and a short paper.

COM 435 - Senior Seminar in Media Studies (3)

Prerequisites: Completion of 100 credit hours. This course is 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 course are offered as enrichment courses.

COM 452 - Advanced Reporting I (4) (equivalent to COM 451)

Prerequisites: COM 353. This is an advanced class in print news. Students write and report for print under tight deadlines, apply news judgment and ethics and learn to apply knowledge of news to the structure, environment and context of a print newsroom. The course will give students hands-on experience in story selection, interviewing, researching and writing.

COM 453 - Advanced Reporting II (4) (equivalent to COM 451)

Prerequisites: COM 452. 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 *Foundations of PR/Strategic Communication* and COM 362 *Media Ethics*. 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)

Prerequisite: COM 311. 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 464 - Portfolio for PR/Strategic Communication (1)

Strategic communication majors who have accrued 75 or more hours in the major may take this course. It requires the preparation of an electronic portfolio in strategic communication and is the requirement for COM 481 internship for strategic communication majors. The portfolio must be acceptable to a majority

of the full-time strategic communication faculty. Students will answer questions in an oral defense of the portfolio. Students will also prepare a resume, cover letter, portfolio proposal, and memo of intent that must be approved by the instructor.

COM 468 - Senior Thesis for Documentary Production (4)

Prerequisites: COM 324 Production II. This course provides real-world experience in professional practices culmination in the production of a program for broadcast and or film festival submission.

COM 470 - Portfolio Review (1)

Prerequisites: Completion of 100 credit hours. Communication majors who have accrued 100 or more hours in the major 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 track. The portfolio must be acceptable to a majority of the full-time departmental faculty. 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 464

Journalism: COM 242, COM 253, and COM 323

Documentary 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.

Computer Studies (CSC)

CSC 120 – Introduction to Computers and Management Applications (3)

Prerequisite: Basic computer skills. 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.*

CSC 121 – Introduction to Internet Communications and Web-Based Applications (3)

Prerequisite: Basic computer skills. CSC 120 is not a prerequisite for this course. 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.*

CSC 206 – Data Management for Business (3)

Prerequisite: MAT 135 or equivalent. CSC 120 or 121 is recommended. 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.*

CSC 240 – Selected Topics (1-3)

Prerequisite: Instructor permission. Offered as necessary to treat specialized subject matter for small groups of students.

CSC 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.

CSC 303 – Management Information Systems (3)

Prerequisite: CSC 206. 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.*

CSC 340 – Selected Topics (1-3)

Prerequisite: Instructor permission. Offered as necessary to treat specialized subject matter for small groups of students.

Core Experience (COR)

COR 101WI – Keystone Seminar (3)

Prerequisite: ENG 152 or ENG 172. This high-impact course develops students' capacities to forge cross-disciplinary connections, reflect critically on their core values and beliefs, and fosters deep learning. As a Writing Intensive course, it builds upon and complements first-year Learning Communities and serves as a bridge between the first and second years. This course is taught by faculty from a wide range of disciplines, including but not limited to literature, history, philosophy, business, history of art, social sciences, and communication.

Criminology (CRI)

Criminology Minor: See page 308.

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: ECO 201, 202, 311, 312, and 470, MAT 201 and 223. 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*, 312 and 6 hours of 300- and 400-level economics electives.

*ECO/BUS 420 may be substituted for ECO 311.

ECO 201 – Principles of Macroeconomics (3)

An introduction to economic principles including national income determination, Keynesian and post-Keynesian theory, fiscal and monetary policy, plus an introduction to international economics.

ECO 202WI – Principles of Microeconomics (3)

An introduction to theories ranging from competition to monopoly. Includes a study of the firm, consumer behavior, and current economic problems.

ECO 302 – Economics of Sport (3)

Prerequisites: ECO 201 and ECO 202. The course focuses on understanding the market for labor in sports, profit maximization in the sport industry, economic impact analysis, pricing concerns in sports merchandising and services, and organization behavior of both professional and collegiate 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. Offered spring semesters.

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 are 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. *Offered spring semesters.*

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 201 or MAT 171, 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.

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	Professional Education
EEL	Elementary Education
EDD	Education of the Deaf and Hard-of-Hearing
ESE	Exceptional Student Education
ESL	English for Speakers of Other Languages
SED	Secondary Education
SLS	Sign Language Studies

Requirements for Admission to the Education Department: A student who wishes to major in any area of education must meet the following conditions for acceptance to the Education Department: (1) achieve a cumulative 2.5 grade point average by completion of the fourth semester of college and maintain it throughout the undergraduate program, (2) prior to admission, submit either an SAT combined Verbal and Math score of 1010 or higher, or an ACT composite score of 21 or higher, (3) demonstrate personality, character, and aptitude for teaching, (4) demonstrate the potential to be accepted for and to perform satisfactorily in a student teaching assignment, (5) achievement of a passing score on the General Knowledge test (FTCE). Because students are expected to demonstrate a satisfactory competence level in all education courses, no grade below C in any Education major required course is accepted; this includes ancillary courses that are required for the major, but not an Education Department offering.

Applying for Admission to the Education Department: Students must apply for admission to the Education Department at the completion of 60 hours, EDU 202 and EDU 321. Transfer students who have completed an A.A. degree should apply at the end of their first semester of enrollment at Flagler. Students who are not admitted to the Education Department by completion of their fourth semester of college will not be allowed to take any education courses until admission requirements are met. Transfer students are allowed

two semesters to meet the Education Department's admission requirements. If admission requirements are not met after two semesters, students will not be allowed to enroll in Education Department courses, except to repeat a course in which a grade of D or F was earned.

Application for Admission Form: 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.

Native students should satisfy all criteria for admission to the Education Department by the end of their fourth semester at Flagler. Transfer students must satisfy all criteria by the end of their second semester at Flagler. Students who fail to satisfy the criteria for admission to the Education Department may be denied permission to register for education courses.

Students who transfer to Flagler after two years of college often cannot complete degree requirements for majors in Education in the standard eight semesters. They should contact the Chairman of the Education Department and request an evaluation of the time necessary to complete their programs before submitting advanced payments to confirm their intentions to enroll.

The Flagler College Teacher Education Program emphasizes learning made available to students by a combination of classroom theory and field based experiences. For this reason students electing to major in education should be aware that participation in intercollegiate team sports and other extracurricular activities may interfere with pre-service professional obligations and requirements. Students who participate in extracurricular activities, including individual and team sports, will not be able to do so in the final semester of internship.

Education Department Academic Standards: To be admitted into the Education Department at Flagler College and to continue taking courses that lead to a degree in one of the teacher education programs offered by the department, students are required to earn a minimum 2.5 cumulative grade point average by completion of their fourth semester of college, maintain it throughout their degree program, and demonstrate professional dispositions required of a teacher.

Students who are majoring in any teacher education program and who fail to meet departmental admissions standards by the end of their fourth semester of college or transfer students who fail to meet departmental admissions standards by the end of their second semester at Flagler will receive notification from the Education Department indicating the conditions for continued enrollment in education courses. The conditions are as follows:

1. Students completing their fourth semester of college with less than a 2.5 cumulative grade point average will receive written notification denying

- enrollment in education courses other than to repeat courses in which the student earned grades of D or F.
2. Under certain circumstances, and at the discretion of the Chair of the Education Department, a student with more than 55 credit hours and a cumulative grade point average of 2.4-2.49 may receive written approval to take additional education courses at the student's own risk and with no guarantee that approval will extend beyond a one-semester probationary period. Such approval is contingent upon the Chair's review of the student's academic performance while at Flagler College and the student's academic aptitude and prospects for improvement as assessed by the Chair.
 3. No student will receive final approval to begin the student teaching internship, unless the student has earned at least a 2.5 cumulative grade point average for the academic period ending immediately prior to the internship experience, has passed the Florida Teacher Certification Exams, and has demonstrated professional dispositions required of a teacher.
 4. Students whose enrollment in education courses is denied due to substandard performance may appeal in writing to the Office of Academic Affairs. The Office of Academic Affairs will review the student's cumulative grade point average, performance related to academic aptitude, performance related to standards for both admission to, and continuation in, the Education Department, and any pertinent information contained in the student's letter of appeal.

The student will receive written notification from the Office of Academic Affairs that the appeal has been granted or denied. If an appeal is granted, the Office of Academic Affairs may establish a probationary period and establish strict conditions for continuation.

5. Students who have been denied further enrollment in teacher education courses due to grade deficiencies may be readmitted to the Education Department after they have raised their cumulative grade point average to at least a 2.5. Readmission, however, is contingent upon enrollment demand in the major and the availability of space in the classroom.

Portfolio Requirement: As part of the degree requirements to graduate from a State-approved teacher education program, all Education majors must show knowledge of and demonstrate competency with the Florida Educator Accomplished Practices that comprise standard one in the Florida Department of Education's Continuous Program Approval process. To demonstrate their knowledge, students are required to develop an electronic portfolio that includes required artifacts and evaluations, as specified by the Education Department.

The portfolio must be presented to the student's advisor for evaluation the semester immediately preceding the student's internship. Final approval of the portfolio will be made after completion of the internship.

Teacher Certification Exam Requirement: As part of the requirements for graduating from a State-Approved teacher education program, all Education majors at Flagler are required to pass the Florida Teacher Certification Exams (FTCE). Students must earn a passing score on the FTCE as a prerequisite for the student teaching internship. To meet this requirement, students will begin taking the FTCE in the first semester of their junior year.

The FTCEs include the General Knowledge test (GK), a Professional Education test and one or more subject area tests. Passing the FTCE means earning a passing score on the General Knowledge Test, Professional Education test, and the Subject Area Exam(s) appropriate for the student's particular major. For example, a student majoring in Education of the Deaf and Hard-of-Hearing and Elementary Education must pass four FTCE tests: (1) General Knowledge, (2) Professional Education, (3) Education of the Deaf, and (4) Elementary Education. A Secondary English major must pass three FTCE tests: (1) General Knowledge, (2) Professional Education, and (3) Secondary English. Passing scores must be received by the College prior to the student's enrollment in EDU 462.

Student Teaching Internships: Each semester the Director of Field Experiences schedules a meeting with students who will intern within two semesters. Notices are emailed to education majors alerting students to attend the meeting. Details regarding how to make application for student teaching and the deadline for completing the application are discussed at this mandatory meeting. It is the student's responsibility to make application for student teaching (EDU 481 or EDD 481) by the announced deadline. The completed application is reviewed by the Education Department before acceptance to student teaching is granted and an internship assignment is made.

The student teaching internship is the culminating experience for students majoring in education and should be scheduled for the semester immediately preceding graduation. Students must satisfy all the following requirements to qualify for a student teaching internship:

1. Completion of all courses required in the student's major. Under certain extenuating circumstances, an exception to this policy may be granted by the Department Chair.
2. No grade below a C in any Education courses. This is inclusive of all general education courses required for the major.

3. Submission and approval of an electronic portfolio that includes required artifacts, letters, and evaluations, as specified by the Education Department.
4. Achievement of passing scores on the Florida Teacher Certification Examinations (FTCE). This includes General Knowledge, Professional Education, and the Subject Area Exam or Exams appropriate for each student major.

Students are permitted to intern in school systems in the geographical area where full and part-time Flagler College faculty supervise. This includes the following counties: St. Johns, Clay, Duval, Flagler, Putnam, and Volusia.

An 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.

Education Department Policy on Professional Disposition

Teachers serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all students from Flagler College shall dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs and the impressionable youth they serve. Although our climate and environment may be less formal than other parts of the country, it is still important that Flagler students do not appear at any school affiliated function, including practicum assignments and internships, wearing flip flops, shorts, beachwear, see-through and otherwise revealing clothing and apparel with slogans. Clothes should be clean, neatly pressed, and free of rips, tears, tattered hems; body accoutrements (other than earrings and traditional jewelry) should be removed (including hardware worn in the tongue) or covered (tattoos). It is important that Flagler students dress as role models for the students. Questions about the policy should be directed to Flagler Education Department faculty.

The Education Department emphasizes the importance of regular class attendance as necessary to develop the knowledge and skills required of future teachers and all courses utilize a uniform attendance policy. Professional behavior is expected at all times of students during practicum and internship in the schools. Expectations include, but are not limited to, appropriate professional conduct with students and teachers, ethical behavior in all situations, utilizing proper discipline procedures, and applying effective instruction. Infractions, as defined in the Education Department Policy Statement on Professional Misconduct (available in the Education Department office), will be treated seriously and may result in the termination of the practicum or internship.

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 Education at Flagler and is responsible for the administration and interpretation of College and State Department of Education policies relative to teacher preparation.

Graduates are required by State law to pass the Florida Teacher Certification Exams (FTCE) to receive a 5-Year Professional Level Teaching Certificate. **Flagler College requires passing scores on the FTCE before students are assigned to their 16-week internship.** Students completing degree requirements must contact their advisor if they have questions related to teacher certification.

State Approved Program: The teacher education programs at Flagler are State Approved, which means the programs meet the standards prescribed by the Florida Department of Education. Therefore, Flagler graduates are eligible to be certified in Florida and in those states which participate in the Interstate Certification Agreement Compact.

General Education Requirements for Teacher Education Majors

General education requirements are listed on the “Degree Requirements Checklists” for each major. These “Checklists” are also available in the Education Department Office, located in Kenan Hall.

Specific requirements for Elementary Education, Exceptional Student Education and Education of the Deaf and Hard of Hearing majors include:

- Twelve (12) semester hours in reading to include at least six (6) semester hours in understanding the reading process, beginning reading instruction, assessment, problem identification and prescription, instruction, and teaching reading across the content areas for primary and intermediate grades leading to a Reading endorsement.
- Fifteen (15) semester hours of coursework or equivalent in English for Speakers of Other Languages (ESOL) which leads to an ESOL endorsement. The hours required address the Florida Teacher Standards for ESOL endorsement in the five domains and their corresponding standards and indicators specified in the certification rule for the ESOL endorsement. The ESOL requirement also applies to English Education majors.



One of Flagler College's goals is to provide a healthy, safe, secure, and inviting campus environment for students, faculty, staff, and visitors.

Majors in Education

Elementary Education (K-6)

Elementary Education (K-6)/Education of the Deaf and Hard-of-Hearing (K-12)

Elementary Education (K-6)/Exceptional Student Education (K-12)

Art Education (K-12)

Secondary English Education (6-12)

Secondary Social Science Education (6-12)

Elementary Education

The general education courses that an Elementary Education with endorsements in ESOL and Reading major must take are ENG 152 or ENG 172, HIS 205 or HIS 206, PSY 101, a Social, Behavioral, and Philosophical Inquiry elective, COM 101, COR 101, choose one Creative Expression Category A only, one Foundations of Knowledge Category B elective, MAT 142; MAT 138 or MAT 223; one additional math course from the following - MAT 135, MAT 162, MAT 171, 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:

EDU 202	EDU 462	EEL 302	EEL 431
EDU 242	EDU 471	EEL 342	EEL 455
EDU 321	EDU 481	EEL 362	ESL 315
EDU 355	ESE 309	EEL 364	ESL 325
EDU 357	EEL 301	EEL 365	ESL 415

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, HIS 205 or HIS 206, PSY 101, COM 101, COR 101, choose one Creative Expression Category A only, one Foundations of Knowledge Category B elective, one Social, Behavioral and Philosophical Inquiry course, MAT 142, MAT 138 or MAT 223, one additional math course from the following - MAT 135, MAT 162, MAT 171, MAT 201, MAT 202, and one life science, one earth science, and one physical science.

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:

EDU 202	EEL 301	EDD 346	EDD 470
EDU 242	EEL 362	EDD 347	EDD 473

EDU 321	EEL 364	EDD 348	EDD 476
EDU 355	EEL 365	EDD 349	EDD 481
EDU 357	EEL 455	EDD 360	ESL 315
EDU 462	EDD 344	EDD 362	ESL 325
EDU 471	EDD 345	EDD 370	ESL 415

Elementary Education / Exceptional Student Education

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, HIS 205 or HIS 206, PSY 101, a Social, Behavioral, and Philosophical Inquiry elective, COM 101, COR 101, choose one Creative Expression Category A elective, one Foundations of Knowledge Category B elective, MAT 142; MAT 138 or MAT 223; one additional math course from the following - MAT 135, MAT 162, MAT 171, 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:

EDU 202	EDU 462	EEL 342	EEL 455	ESE 425
EDU 242	EDU 471	EEL 362	ESE 309	ESE 470
EDU 321	EDU 481	EEL 364	ESE 330	ESL 315
EDU 355	EEL 301	EEL 365	ESE 365	ESL 325
EDU 357	EEL 302	EEL 431	ESE 420	ESL 415

Art Education (K-12)

The general education courses that an Art Education major must take are ENG 152 or ENG 172, HIS 205 or HIS 206, PSY 101, a Social, Behavioral, and Philosophical Inquiry elective, COM 101, COR 101, ART 218, one Foundations of Knowledge Category B elective, MAT 142; MAT 138 or MAT 223; one additional math course from the following - MAT 135, MAT 162, MAT 171, MAT 201, MAT 202, and two of the following sciences - life science, earth science, and physical science.

The Education Department Courses that an Art Education major must take are:

EDU 202	EDU 355	EDU 471	ESE 309
EDU 242	EDU 357	EDU 481	ESL 315
EDU 321	EDU 462	EEL 363	SED 363

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The additional courses that must be taken to earn an Art Education major are:

ART 105	ART 225	ART 251	ART 315
ART 106	ART 226	ART 252	ART 338 or ART 339
ART 204	ART 241	ART 302	ART 352

English Education

The general education courses that a Secondary Education English major must take are ENG 152 or ENG 172, HIS 205 or HIS 206, PSY 101, a Social, Behavioral, and Philosophical Inquiry elective, COM 101, COR 101, choose one each – Creative Expression Category A and B, one Foundations of Knowledge Category B elective, MAT 142; MAT 138 or MAT 223; one additional math course from the following - MAT 135, MAT 162, MAT 171, MAT 201, MAT 202, MAT 223, and two of the following sciences - life science, earth science, and physical science.

The Education Department Courses that a Secondary Education English major must take are:

EDU 202	EDU 355	EDU 471	SED 363	ESL 325
EDU 242	EDU 357	EDU 481	SED 364	ESL 415
EDU 321	EDU 462	ESE 309	ESL 315	

To earn a Secondary Education English major a student must take:

ENG 311 ENG 211 ENG 221 ENG 470

ENG 341 ENG 212 ENG 222

Choose one course: (ENG 321, ENG 322, ENG 323)

Choose one course (ENG 401, ENG 410, ENG 415, ENG 416)

Choose one course: (ENG 331, ENG 332, ENG 333)

Choose one course: (ENG 403, ENG 405, ENG 408, ENG 417, ENG 441)

Choose one course: (ENG 421, ENG 422, ENG 423, ENG 453)

Choose one course: (ENG 450, ENG 451, ENG 454, ENG 461)

Social Science Education

The general education courses that a Secondary Education Social Science major must take are ENG 152 or ENG 172, HIS 205 or HIS 206, PSY 101, SOC 101, ECO 201 or ECO 202, COM 101, COR 101, choose one from each Creative Expression Category A and B, one Foundations of Knowledge Category B elective, MAT 142; MAT 138 or MAT 223; one additional math course from the following - MAT 135, MAT 162, MAT 171, MAT 201, MAT 202, and two of the following sciences - life science, earth science, and physical science.

The Education Department Courses that a Secondary Education Social Science major must take are:

EDU 202	EDU 355	EDU 471	ESL 315
EDU 242	EDU 357	EDU 481	SED 363
EDU 321	EDU 462	EDU 309	SED 365

The additional courses that must be taken to earn a Secondary Education Social Science major are:

HIS 101, HIS 102, HIS 330, POS 221, and GEO 201

Two 400-level History courses

Two 300-level non-History Social Science courses

One 300-level History course

Two 400-level non-History Social Science courses

A checklist of required courses for each major is available 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.

Students interested in elementary education may select from one of three programs of study:

1. Elementary Education (certification - grades K-6)
2. Elementary Education and Exceptional Student Education (dual certification - grades K-6 and Exceptional Student Education - grades K-12)
3. Elementary Education and Education of the Deaf and Hard-of-Hearing (certification grades K-6 and deaf education K-12)

Professional Education Courses Required Of All Education Majors (EDU)

Unless otherwise noted, all courses are offered every semester.

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, and one methods course. 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, 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 in the classroom, planning a Teacher Work Sample, acquiring the necessary 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 – Curriculum (3)

Prerequisite: Acceptance of Intern Application. A study of the principles and history of curricula in elementary and secondary schools and the forces which impel changes. *30-hour practicum required for Education majors in Art, Drama, English, and Social Science.*

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.

Professional Education Courses, Special Conditions**EDU 480 – Intern Supervision (3)**

A course designated for district teachers who supervise Flagler College Education interns.

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)

The following courses, with the exception of EEL 363, are required for all Elementary Education majors. This major is designed for the student whose primary interest is teaching in the elementary classroom, grades kindergarten to sixth.

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 is 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.

Elementary Methods Courses: The following courses in methods of teaching various subject areas in the elementary school are required of Elementary Education majors. Content in each methods class will include instruction on teaching the common core state standards and Florida's Next Generation Sunshine State Standards.

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 in the Sciences (3)

Prerequisite: EDU 321. An interdisciplinary approach to teaching natural 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. 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. 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.*

English for Speakers of Other Languages (ESOL)**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 Studies and Art Education majors excluding English majors. Course offered every semester.*

ESL 325 – Applied Linguistics (Approved for ESOL Credit) (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. 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)

Secondary education majors are required to complete a subject field major, professional education courses, and the courses listed below which apply to their major field. Content in each methods class will include instruction in the Common Core State Standards and Florida's Next Generation Sunshine State Standards.

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 semesters.*

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 semesters.*

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. *40-hour practicum required. Offered spring semesters.*

Exceptional Student Education (ESE)

Students with a specialization in exceptional student education and elementary education are required to complete the ESE courses specified for their major. (Refer to checksheet.)

ESE 309 – Introduction to Exceptionality (3)

An introductory course into the field of special education. Studied will be the various categories of students identified in the Individuals with Disabilities Education Act (IDEA).

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 semesters.*

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 deaf and hard of hearing, and other students served in the Exceptional Student Education programs. Observation in special education settings required. Required of Exceptional Student Education majors.

ESE 420 – Instructional Practices: Elementary Students with Mild/Moderate Disabilities (3)

Prerequisites: ESE 309 and EEL 301. Students learn instructional approaches and materials for teaching preacademic, 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 semesters.*

ESE 425 – Instructional Practices: Secondary Students with Mild/Moderate Disabilities (3)

Prerequisite: ESE 309. 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 semesters.*

ESE 470 – Senior Research Seminar in Special Education (3)

Prerequisite: ESE 420 or ESE 425 or permission of Instructor. 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 semesters.*

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 preservice teachers, and the ESE K-12 Competencies and Skills Required for Teacher Certification in Florida, 17th Edition.

Education of the Deaf and Hard of Hearing* (EDD)

Students majoring in Education of the Deaf and Hard of Hearing Elementary Education are required to complete the EDD courses listed below.

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). This practicum cannot be offered locally, and students should seek advising from their advisor or the deaf education program coordinator for making plans to meet the requirement.

Sign Language Courses: The following four courses (EDD 344, EDD 345, EDD 346, EDD 347) are limited to Education of the Deaf and Hard of Hearing majors only. The courses represent the various levels of instruction in manual communication from Introduction to American Sign Language (ASL) to Advanced ASL. In the Advanced ASL course, an emphasis is placed on receptive sign language skills, regional signs, signs for sexual behavior and drug use and content based vocabulary. All students are expected to take EDD 346, 347, 348 or demonstrate competency in course content. EDD 344 and 345 are offered for those students requiring early skills development in ASL. A "D" in an ASL course for a 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".

In addition, EDD 348 – Simultaneous Communication is required for all Education of the Deaf and Hard of Hearing majors. This course provides instruction and practice in the use of simultaneous communication, speaking and using a manually coded English sign system.

A course in sign language studies (SLS 201 or SLS 202 – Sign Language I or II for the Non-Major) is offered every semester. These courses are designed for students enrolled in majors other than Education of the Deaf and Hard of Hearing who would like to learn basic sign language skills.

EDD 344 – Introduction to American Sign Language (3)

EDD 345 – Basic American Sign Language (3)

EDD 346 – Intermediate American Sign Language (3)

EDD 347 – Advanced American Sign Language (3)

EDD 348 – Simultaneous Communication (3)

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.

EDD 349 – Foundations of Education of the Deaf and Hard of Hearing (3)

Prerequisites: EDU 202, EDD 344 and EDD 345. 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.*

EDD 360 – Hearing Science (3)

Corequisite: 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 semesters.*

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 semesters.*

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 3) and the patterns of instruction, interaction, and experience which facilitate that development. Particular attention will be given to experiential and mediated learning models.

EDD 470 – Methods of Teaching Language to the Deaf and Hard of Hearing (3)

Prerequisites: EDD 349, EDD 370, and EEL 301. Principles and techniques of teaching language, reading, and writing skills to school deaf and hard-of-hearing children. 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 semesters.

EDD 473 – Methods of Instruction for the Deaf and Hard of Hearing (3)

Prerequisites: EDD 349, EDD 370, 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 semesters.

EDD 476 – Curriculum Development for the Deaf and Hard of Hearing (3)

Prerequisites: EDD 349, EDD 470 or EDD 473, 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 – Practice Teaching 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 seven weeks in an elementary school (hearing) and seven weeks in an elementary or middle school class with students who are deaf and hard-of-hearing.

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 6 hours of elective coursework in a foreign language, chosen in consultation with the student's advisor.

1 course from first semester of a 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

SPA 101 - Elementary Spanish I

12 hours from the "Sophomore Core":

ENG 211 - Introduction to British Literature I

ENG 212 - Introduction to British Literature II

ENG 221 - Introduction to American Literature I

ENG 222 - Introduction to American Literature II

6 hours from the "Junior Core":

ENG 315 – Shakespeare I

ENG 341 - Literary Criticism

3 hours from "Writing":

ENG 311 – Advanced Academic Writing

ENG 304 – Creative Non-Fiction

ENG 353 – Writing in the Professions

3 hours from "Genre":

ENG 322 - Great Short Stories

ENG 323 – Studies in Drama

ENG 345 – Film Literature

3 hours from "Global Literary Traditions":

ENG 331 - Great Works of World Literature

ENG 332 - Great Works of Western Literature

ENG 334 - Mythology

3 hours from "Alternate Literary Traditions":

ENG 321 - Southern Writers

ENG 325 - African American Literature

ENG 333 - Postcolonial Literature

ENG 354 – Women's Literature

3 hours from “Advanced Early British”:

ENG 401 - Renaissance Literature
 ENG 410 – Medieval Literature
 ENG 416 - Shakespeare II
 ENG 417 - Milton

3 hours from “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

3 hours from “Advanced American”:

ENG 421 – Early American and Transcendental Literature
 ENG 422 – Realism and Naturalism
 ENG 423 - Contemporary American Literature
 ENG 425 – Modern American Literature

3 hours from the “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 page 218.

English Minor: Students minoring in English are required to earn 18 semester hours in English from the following groups of courses:

6 hours from any 200-level ENG courses, 6 hours from any 300-level ENG courses, 6 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 18 semester hours within the following sequence of creative writing courses.

Students are required first to earn 6 semester hours in the following two courses:

- CRW 205 - Introduction to Poetry Writing
- CRW 206 - Introduction to Short Story Writing

Subsequent to prerequisites in poetry and in short story, students will earn at least 12 semester hours from the following options:

- CRW 208 - Screenwriting
- ENG 304 – Creative Nonfiction
- CRW 306 - Advanced Poetry Writing
- CRW 307 - Magazine Writing
- CRW 312 - Advanced Fiction Writing
- CRW 315 - Playwriting
- CRW 308 - Advanced Screenwriting
- CRW 340/CRW 440 - Selected Topics in Creative Writing
(e.g. Writing for Children and Young Adults)
- CRW412 – Manuscript.

Students may earn 3 semester hours of credit in exceptional alternatives, including a publisher’s contract or an internship at a professional journal.

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 Director of Composition (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 - Research Topics in College Writing			490-640	9-10	20-28	20-28	81-114	8-8.5	II-III	B-C
ENG 172 – Honors Research Topics w/ Lab			650-800	11-12	29-36	29-36	115-120	9	I	A
REA 090 – Study Skills for College 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

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 Director of Composition, 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 home 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 who are placed in ENG 172 will be concurrently enrolled in ENG 271—Peer Tutoring (lab component).
- 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 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.

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 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. Corequisite: ENG 010. A course that, on 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. Corequisite: 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 every other week which will count for 15% 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 — Research Topics in College Writing (3)

Prerequisite: ENG 142 or placement. This is an active, hands-on course that carries beyond the classroom, providing students with advanced skills for future academic endeavors. The objective of this course is to present writing as a process of inventing, drafting, revising, critiquing, and researching for assignments that may be thematically linked to topics created within a Learning Community. Formal writing assignments build in complexity, beginning with personal/expository writing, moving to research writing. A research project may be included, and topics may vary. *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 — Research Topics in College Writing: Honors with Lab (3)

Prerequisite: Placement or consent of instructor. Corequisite: ENG 271. 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 enrolled in ENG 172 will be concurrently enrolled in ENG 271—Peer Tutor Training in order to fulfill this course's lab component. *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 201 — Introduction to Drama and 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. Students are required to attend and report on two professionally directed productions during the course of the semester. *This course is cross-listed as THA 201.*

ENG 211WI — Introduction to British Literature I (3)

Prerequisite or corequisite: 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 British Literature II (3)

Prerequisite or corequisite: 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 American Literature I (3)

Prerequisite or corequisite: 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 American Literature II (3)

Prerequisite or corequisite: 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 240 – Selected Topics (3)

Prerequisite: Sophomore standing. A specialized course offering, which 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: Placement or 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 301 – Introduction to Language Studies (3)

Prerequisite: ENG 152 or ENG 172. An introduction to language study including investigations of the nature, development, and origins of human language. Topics of discussion are centered around a description of contemporary approaches to phonology, morphology, syntax, and semantics (linguistics) as they relate to the processes of language production/comprehension (psycholinguistics) and the mental models constructed and used for communication by individuals and within social groups (sociolinguistics). Requirements include tests and a final project. *This course is cross-listed as ANT 301.*

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 nonfiction. 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. 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 in the field. In terms of criticism and theory, the class will cover key concepts — including “colonialism” and “postcolonialism” themselves — and examine the intersection between postcolonialism 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 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 which 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 influential 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, spanning 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 will change from offering to offering, and may come from a number of genres, including poetry, the novel and short story, autobiography, drama, and the essay.

ENG 451 – Modern Poetry (3)

Prerequisites: Junior standing; ENG 221 and ENG 222. A reading of the major English and American poets of the 20th century: Crane, Pound, Eliot, Yeats, Stevens, Frost, Cummings, Williams, and others.

ENG 453 – Contemporary Poetry (3)

Prerequisites: Junior standing; ENG 221 and ENG 222. Studies of the major contemporary poets: Ammons, Bell, Berryman, Dickey, Hugo, Levine, Lowell, O'Hara, Plath, Roethke, Smith, Stafford, Wright, Ginsberg, Olson, Snodgrass, Bishop, Brooks, Jarrell, Sexton, Rich, Kinnell, Bly, Snyder, and Stern.

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.

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 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.*

Creative Writing (CRW)

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 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 ENG 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.

CRW 307 – Magazine Writing (3)

Prerequisite: ENG 152, ENG 172, or COM 210. This course will concentrate on exploring forms of magazine writing (such as articles, profiles, interviews, travel, how-to, fiction, etc.), analyzing the market for free-lance writers, and preparing articles for submission. *This course is cross-listed as COM 307.*

CRW 312 – Advanced Fiction Writing (3)

Prerequisites: 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.

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 308 – Advanced Screenwriting (3)

Prerequisite: CRW 303. 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.

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.*

Reading (REA)**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 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 (Fail). This course may not be repeated. *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 142—College Reading with Lab (3)

Prerequisite: Placement or consent of instructor. Corequisite: 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. 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 15% of their course grade.

Entrepreneurship (ENT)

Honorable Entrepreneurship Minor: See Page 254.

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.

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.



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, inter-library loan, and audiovisual materials and equipment.

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 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, flexibility, 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)**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.*

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.*

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.*

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.*

Geography (GEO)**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)**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.*

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. *Offered only in the spring semester of each year. Course is taught in German.*

Greek (GRK)

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.

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.

History* (HIS)

History Major: Students majoring in history will take a minimum of 39 semester hours in history. The following courses are required:

- HIS 101 - Western Civilization I
- HIS 102 - Western Civilization II
- HIS 205 - United States History to 1877
- HIS 206 - United States History Since 1877
- HIS 300 - Historical Methods
- HIS 470 - Senior Seminar in History

History majors must take another 21 credit hours, 6 hours of which must be in 400 level courses. Furthermore, History majors are required to take 6 hours of non-western history at the 200 level or above. These courses will provide students with a foundation for knowledge outside of typical US and European fields and encourage them to further study other groups (nations, cultures, and religions) in all fields of academic inquiry. Courses that fulfill this requirement will be designated by the history faculty, with the approval of the Humanities department chair, and marked as such on a checklist for History majors.

As a means of building skills in the various sub-disciplines of history and to explore possible careers, History majors are encouraged to engage in internships. Internships are worth from one to six credits. Majors are also advised 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. Furthermore, history majors are also strongly encouraged to take at least 6 hours in a foreign language.

History Minor: Students minoring in history must take a minimum of 18 semester hours, including HIS 101 or HIS 102, and HIS 205 or HIS 206, as well as 3 hours at the 400 level.

Public History Minor: The interdisciplinary minor in public history utilizes the academic potential of the College's unique location in the "Nation's Oldest City." The minor combines Flagler's traditional strengths in both the academic and pre-professional programs of study. In this regard, an interdisciplinary minor in public history benefits students by requiring them to combine skills and methodologies from seemingly disparate course topics. Students minoring in public history will be able to take advantage of the numerous community resources and contribute to the historical knowledge of the town. They will have unparalleled opportunity to work with and intern for professionals that direct and manage the historical sites, archaeological programs, tourism venues, and research libraries. In so doing, the minor will prepare students for a career and/or graduate studies in the developing field of public history. These careers include museum studies, heritage tourism, public archaeology, archival management, or nature-based tourism.

Course requirements are: HIS 205 or HIS 205, HIS 265, BUS 101 or BUS 307, and one three hour internship in public history. Two courses from the following: HIS 428 Historical Preservation, Museum Studies, Oral History, Heritage Tourism. COM 208, COM 210, or COM 218.

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 Mexico, Central America, and the West Indies (3)

An introduction to the history and geography of Mexico, Central America, and the West Indies. Offered fall semester. This course is cross-listed as LAS 201.

HIS 202WI – Introduction to South America (3)

An introduction to the history and geography of South America. *Offered spring semester. 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 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 develop 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 306 – Ancient Greece and Rome (3)

An examination of the Greek and Roman civilizations from their origins through the maturity and then decline of the Classical order of society. The study encompasses politics, religion, science, and arts. The course also exposes students to the nature of historical inquiry.

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-slaveowners, 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 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 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 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)

Description and analysis of the events, institutions, and issues that have dominated the relations of Latin America with the United States throughout the years. Emphasis on current diplomatic trends. *This course is cross-listed as LAS 337 and POS 337.*

HIS 340 – Selected Topics (1-6)

Offered when needed.

HIS 350 – The United States in the Fifties (3)

This course examines in detail the history of the United States from 1945 to 1963. Often pictured as a time of placid consensus between the turmoil of World War II and the 1960s, this era possesses a dynamism and complexity of its own.

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 407 – History of Russia and the Soviet State (3)

An in-depth study of late tsarist Russia and the development of the Soviet system, covering 1850 to the present.

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 it 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 the 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 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)

The internship may be combined with any major, including History. A 400 level History Internship cannot substitute for any 400 level courses required for the History major or for any course required for the history minor. *This course is graded on a Pass/Fail system.*

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 are not pursuing a major or a minor in Business Administration or Accounting and 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 ENT 201, 202, 211, 241, 304, 311 and 314.

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.

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.

ENT 241 – Legal Environment of the Honorable Entrepreneur (3)

Prerequisite: None. 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.

ENT 304 – New Venture Creation and Development (3)

Prerequisites: ENT 201, 202, 211, 241. 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.*

ENT 311 – New Enterprise Management (3)

Prerequisites: ENT 201, 202, 211, 241, 304. This course, taken concurrently with ENT 314, 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.

ENT 314 – Service Learning Project (1)

Prerequisites: ENT 201, 202, 211, 241, 304. This service learning project is undertaken concurrently with ENT 311. 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)

Prerequisites: ENT 201, 202, 211, 241, 304, 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, 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)

Prerequisites: ENT 201, 202, 211, 241, 304, 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 BUS 322.*

ENT 491, 492, 493 – Independent Study in Honorable Entrepreneurship (1-3, 1-3, 1-3)

Prerequisites: Senior standing, ENT/BUS 304 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.*

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 55 credit hours. 24 hours will be required core courses; an additional 19 required credits will include 4 semesters of language (16 credit hours) and 3 hours of study abroad. The remaining 12 credit hours will be electives.

Required Courses: 24 hours

INT 200	Introduction to International Studies	3
ANT 201	Cultural Anthropology	3
GEO 201	Human Geography	3
POS 301	International Relations	3
POS 331	Comparative Government	3
POS 438	International Political Economy	3
	OR: ECO 331 International Economics	3
REL 211	World Religions	3
INT 470	Senior Seminar	3

Additional Requirements: 19 hours

16 hours of language (4 semesters) and 3 credit hours for study abroad.

Elective Courses:

A total of 12 hours (4 courses) of electives are required: 2 courses must be at the 400 level.

ANT 250:	Prehistoric Foundations of European Civilization	3
ANT/LAS 313:	Indian Cultures of South America	3
ANT/LAS 315:	Indian Civilizations of Mesoamerica	3
ANT 410:	Anthropology of Natural Disasters	3
ANT 420:	Conditions of Poverty in the Modern World	3
ANT 440:	Selected Topics with an International Focus/Dimension	3
ART 361	Ancient Mediterranean Art	3
ART 364	Latin American Art and Visual Culture	3
ART 368	Art of Oceania, Africa, and Native Americans	3
COM 405	International Communication	3

BUS 430	International Business	3
BUS 450	International Finance	3
BUS 471	International Marketing	3
ECO 415	History of Economic Thought and Systems	3
ECO 440:	Selected Topics with an International Focus/Dimension	3
ENG 331	Great Works of World Literature	3
ENG 333	Post-Colonial Literature	3
ENG 440:	Selected Topics with an International Focus/Dimension	3
HIS/LAS 201	Introduction to Mexico, Central America, West Indies	3
HIS/LAS 202	Introduction to South America	3
HIS/POS/ LAS 337	Latin America and the United States	3
HIS 362	Pre-Modern Africa	3
HIS/POS 433	Religion and Nationalism in Modern Europe	3
HIS 440	Selected Topics with an International Focus	3
LAS/POS 335	Contemporary Issues in Latin America	3
LAS 415	Latin America Through its Writers	3
LAS 440	Selected Topics	3
PHI 440	Selected Topics w/ an International Focus/Dimension	3
PLA 418	International Law	3
POS 325	Islam and Politics	3
POS 351	Global Environmental Politics	3
POS 431	Genocide	3
POS 440	Selected Topics with an International Focus/Dimension	3
PSY 445	Cross Cultural Psychology	3
REL 440	Selected Topics with an International Focus/Dimension	3
SOC 315	Sex, Class, Race and Ethnicity	3
SOC 363	Global and Comparative Sociology	3
SOC 440	Selected Topics courses with an International Focus/Dimension	3
SOC 468	Social Aspects of Terrorism	3
SPA 307	Survey of Spanish Literature	3
SPA 401	Spanish Culture and Civilization	3

International Studies Minor: Students minoring in international studies must complete 21 semester hours in international studies courses, including 15 hours of core courses and six hours of cultural studies courses. Of the 21 total hours required for the minor, a student must complete at least three hours at the 200 level (to be selected from the core courses), nine hours at the 300 level (of which three hours must be from the core courses), and at least six hours at the 400 level (of which three hours must be selected from the core courses). It is strongly recommended that the student also complete two years of Spanish.

Information about the International Studies Minor, including the opportunity for internship and study abroad, can be obtained by contacting the Chair of the Humanities Department. Internships taken in conjunction with this minor must be approved by the appropriate department, prior to the internship.

International Internship and Study Abroad (Optional): Interested students may earn up to 15 credit hours in a joint internship and study abroad experience. Participants take academic courses and also receive internship credit through participation in community service projects. Internship and study abroad credits may be used to satisfy elective requirements needed for graduation, but they do not satisfy course requirements for the International Studies Minor. Students may not study abroad in their final semester at Flagler.

Core Courses: A total of 15 hours are required from the following core courses:

ANT 201	Cultural Anthropology	3
GEO 201	Human Geography	3
REL 211	World Religions	3
POS 331	Comparative Government	3
ECO 331	International Economic	3
GEO 301	Economic Geography	3
POS 301	International Relations	3
BUS 430	International Business	3
SOC 350	Social Stratification	3
PSY 445	Cross-Cultural Psychology	3
BUS 450	International Finance	3
BUS 471	International Marketing	3

Cultural Studies: A total of six hours must be selected from the following courses in cultural studies:

HIS/LAS 201	Introduction to Mexico, Central America and West Indies	3
HIS/LAS 202	Introduction to South America	3
HIS 302	European History	3
LAS 335	Contemporary Issues in Latin America	3
HIS/LAS/ POS 377	Latin America and the United States	3
HIS 407	History of Russia and the Soviet State	3

In addition to the courses listed above, special topics courses in cultural studies are offered in the Humanities Department. With departmental approval, these special topics courses may be counted towards the cultural studies requirement for the minor in international studies.

Total required: 21 Credit Hours

A minimum of 3 credit hours is required at the 200 level.

A minimum of 9 credit hours is required at the 300 level.

A minimum of 6 credit hours is required at the 400 level.

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 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.

Italian (ITA)

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.*

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.*

Latin (LAT)

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.

Latin American Studies (LAS)

Latin American Studies/Spanish Major: The student must complete satisfactorily 37 hours above the 100 level. The following courses are required: LAS 201-202; either LAS 313 or 315; either LAS 335 or 337; one other 300 level LAS course; and two LAS 400 level courses.

Latin American Studies/Spanish Minor: The student must complete satisfactorily SPA 201-202, 301-302; LAS 201-202.

A student may take Latin American Studies as a selected discipline in the Department of Humanities or may major or minor in Latin American Studies/Spanish.

Latin American Studies Minor: A student must complete 18 hours in Latin American Studies for a minor.

Latin American Studies/Spanish Major Requirements:

Course	Course Description	Year
LAS 201 (3)	Introduction to Mexico, Central America and the West Indies	Freshman
LAS 202 (3)	Introduction to South America	Freshman
LAS 313 (3) or	Indigenous Cultures of South America	Sophomore/Junior
LAS 315 (3)	Indigenous Civilizations of Mesoamerica	Sophomore/Junior
LAS 335 (3) or	Contemporary Issues in Latin America	Junior
LAS 337 (3)	Latin America and the United States	Junior
LAS 300 level (3)	Elective	Junior/Senior
LAS 400 level (3)	Elective	Senior
LAS 400 level (3)	Elective	Senior
SPA 201 (4)	Intermediate Spanish I	Sophomore
SPA 202 (4)	Intermediate Spanish II	Sophomore
SPA 301 (4)	Advanced Conversation and Composition I	Junior
SPA 302 (4)	Advanced Conversation and Composition II	Junior

Study Abroad Program: The department encourages students to participate in a Study Abroad Program in a Spanish-speaking country for a semester. This is an opportunity that enhances language proficiency and

provides students with an opportunity to understand another culture and also grow in self-confidence and maturity.

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 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 Spanish Coordinator 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.

LAS 201WI – Introduction to Mexico, Central America, and the West Indies (3)

A multi-disciplinary introduction to Mexico, Central America, and the West Indies. *Offered fall semester. This course is cross-listed as HIS 201.*

LAS 202WI – Introduction to South America (3)

A multi-disciplinary introduction to the region of South America. Offered spring semester. *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 or HIS 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)

Description and analysis of the events, institutions, and issues that have dominated the relations of Latin America with the United States throughout the years. Emphasis on current diplomatic trends. *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 Spanish/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 or the Spanish/Latin American Studies 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.

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. 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. A 400 level internship does not replace the Senior Seminar or Independent Research Project.

General Education Requirements

36 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.

Number of Courses: 14

Number of Credits: 42

Primary Discipline*

18 credits at the 200-400 level (at least two 400 level courses, 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.

Number of Courses: 6

Number of Credits: 18

Secondary Discipline One*

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.**

Number of Courses: 3

Number of Credits: 9

Secondary Discipline Two*

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.**

Number of Courses: 3

Number of Credits: 9

** 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.*

Marketing (MRK): See page 180.

Mathematics (MAT)

Initial Placement in Mathematics: Placement in initial mathematics courses for incoming freshmen is based on (1) SAT or ACT scores, (2) satisfactory

completion of high school mathematics courses including Geometry, Algebra I and II, and (3) proposed Flagler College major. The following chart indicates placement:

Placement Cut-off Scores

Course Number/Name	SAT Math scores	ACT Math scores
Math Lab Remediation Program	200-399	0-15
MAT 113 Intermediate Algebra	400-499	16-20*
MAT 135 College Algebra	500-579	21-26**
MAT 138 Essentials of Mathematics	500-579	21-26**
MAT 142 College Geometry	500-579	21-26**
MAT 223 Statistics	500-579	21-26**
Major Dependant	580-up**	27-up**

* One year of High School Algebra is required.

** Two years of High School Algebra is required.

Once a course has been completed for credit, students may not take the prerequisites of that course for credit toward graduation.

Unless otherwise noted, all courses are offered every semester.

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. Math Lab assistants are available to assist the coordinator in providing guidance in understanding mathematical concepts, completing homework assignments, 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.

The Math Department offers optional supported courses called Supplemental Instruction (SI). These are noted with a label of SI after the course numbering, for example, MAT 135 SI. The goal of Supplemental Instruction is to provide students with non-remedial, additional instruction in College Algebra content through faculty-led small group sessions. The success of Supplemental Instruction has been shown to increase retention, comprehension of course content, performance, and grades. Utilizing the Supplemental Instruction approach can improve overall understanding of the course content. Interested students may register for the SI course and attend the weekly tutorial sessions.

Mathematics Minor: The mathematics minor consists of a minimum of 15 semester hours, of which the following five courses (15 semester hours) are required: MAT 201, MAT 202, MAT 223, MAT 361, and MAT 368.

MAT 010: Math Lab (1)

Prerequisite: Placement or consent of instructor. This course allows students a weekly, fixed, one-on-one 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 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. A TI-83 or TI-84 graphing calculator is required. *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 136 – Mathematics I for Liberal Arts (3)

This course is appropriate for liberal arts students who plan to concentrate in fields that require no specialized mathematics beyond the general education level. The course content includes: geometry, set theory, logic, counting, probability, and descriptive statistics. *A TI-83 or TI-84 graphing calculator is required. Liberal Arts Math I and II are limited to students who, prior to Fall 2010, have completed one of the two courses or who are repeating one of these courses.*

MAT 137 – Mathematics II for Liberal Arts (3)

This course is appropriate for liberal arts students who plan to concentrate in fields that require no specialized mathematics beyond the general education level. The course content includes: modeling with Algebraic Function and Numeration Systems, selected topics on legislative apportionment and voting theory, and

consumer mathematics. *A TI-83 or TI-84 graphing calculator is required. Liberal Arts Math I and II are limited to students who, prior to Fall 2010, have completed one of the two courses or who are repeating one of these courses.*

MAT 138 – Essentials of Mathematics (3)

This course is appropriate for liberal arts and education students who plan to concentrate in fields that require no specialized mathematics beyond the general education level. The course content includes set theory, number theory, consumer mathematics, financial management, number representation and calculation, arithmetic and geometric sequences, Fundamental Counting Principle, permutations, combinations, probability theory, basic statistical theory, and voting and apportionment. *A TI-83 or TI-84 graphing calculator is required.*

MAT 142 – College Geometry (3)

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 162 – Trigonometry and Analytic Geometry (3)

Prerequisite: MAT 135 or placement. Trigonometric functions and their inverses; trigonometric identities, conditional equations, circles, parabolas, ellipses, and hyperbolas. Related topics in trigonometry and analytic geometry. *A TI-83 or TI-84 graphing calculator is required.*

MAT 171 – Business Calculus (3)

Prerequisite: MAT 135 or placement. Limits and continuity; the derivative; maxima and minima of functions; integration; business-related applications of the derivative and integral. *A TI-83 or TI-84 graphing calculator is required.*

MAT 201 – Calculus I (3)

Prerequisite: MAT 162 or placement. Limits and continuity; the derivative; maxima and minima of functions; and applications of the derivative. *A TI-83 or TI-84 graphing calculator is required.*

MAT 202 – Calculus II (3)

Prerequisite: MAT 201. The indefinite and definite integrals; applications of the definite integral; and calculus of inverse functions. *A TI-83 or TI-84 graphing calculator is required.*

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. A TI-83 or TI-84 graphing calculator is required.

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. A TI-83 or TI-84 graphing calculator is required. This course is graded on a letter grade system.

MAT 340 – Selected Topics (3-4)

Prerequisite: Permission. Offered as necessary to treat specialized subject matter for small groups of students. A TI-83 or TI-84 graphing calculator is required.

MAT 361 – Linear Algebra (3)

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)

Prerequisite: MAT 202. Logic, sets, functions, algorithms and complexity; integers and algorithms. Mathematical reasoning and induction. Counting principles; permutations and combinations; discrete probability. Advanced counting techniques and inclusion-exclusion.

MAT 391-392 – Independent Study (1-3, 1-3)

Prerequisite: Department chair permission. A TI-83 or TI-84 graphing calculator is required. 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. A TI-83 or TI-84 graphing calculator is required.

Music (MUS)

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 Singers (1)

Students participating in the College Chorus will receive one credit hour per semester for a maximum of four semester 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. Courses used to satisfy the Major cannot also be used to satisfy Minor requirements. A recommended degree program will combine the Coastal Environmental Science Major with a complementary Minor or coursework in Pre-law, Business, Public History, Education, or Communication.

Coastal Environmental Science Major: The Coastal Environmental Science degree program 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. This major is pending approval by SACS COC.

The Major requires a total of **57** credit hours from the following five categories: Natural Sciences Foundation, Diversity of Life, Scientific and Quantitative Analysis, Environmental Issues, and Coastal Field Research and Communication.

REQUIRED COURSES for Coastal Environmental Science Major:**Natural Sciences Foundation (All 4 courses required)**

NAS 151 Environmental Chemistry I

NAS 236 Environmental Physics

NAS 243 Physical Geography

NAS 355 Coastal Processes

Diversity of Life (All 4 courses required)

NAS 111 Biology I

(or NAS 104 for students interested in Science Education program)

NAS 203 Marine Biology

NAS 214 Principles of Ecology

NAS 331 Evolutionary Biology

Scientific and Quantitative Analysis (All 3 courses required)

CSC 206 Data Management

MAT 201 Calculus I (or MAT 171 Applied Calculus before Fall 2014)

MAT 223 Statistics

Environmental Issues (All 4 courses required)

NAS 107 Environmental Science

NAS 245 Oceanography

NAS 248 Aquatic Chemistry

NAS 352 Global Climate change

Coastal Field Research and Communication (All 3 courses required)

NAS 225 Science Communication

NAS 300 Science Methods (or NAS 310 Field Methods)

NAS 401, NAS 405, or NAS 440 Senior Field Research Capstone

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.

The three core courses required for the Minor are:

1. NAS 111 Biology I (or NAS 104 for Education Majors ONLY)
2. NAS 107 Environmental Science
3. Choose 1 Senior Field Research Capstone: NAS 401 or NAS 405 or NAS 440

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, NAS 243, NAS 245, NAS 248, NAS 300, NAS 310, NAS 331, NAS 340, NAS 352, NAS 355, NAS 391, NAS 392, NAS 491, NAS 492, a second capstone: NAS 401, 405, 440.

Natural Science courses that satisfy general education requirement IV. Ways of Knowing, category B. Natural Scientific Inquiry include:

- 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

All NAS courses offered in 2013-14:

NAS 104 – Life Sciences (3)

Prerequisite: Declared Education Major or Instructor permission. This 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. *A lab fee is required for this course.*

NAS 105 – Earth Science (3)

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)

Environmental Science introduces students to environmental topics including: ecosystems and biodiversity; human population growth; land utilization; water quality, use and management; energy cycles and flow; 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)

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)

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)

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 + optional 1-credit field extension)

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 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. The optional 1-credit field extension is offered as part of the study abroad program and utilizes scuba and/or snorkeling for exploring the undersea world.

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 profiling. 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 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.

NAS 236 – Environmental Physics (3)

Prerequisite: MAT 201 or Instructor permission. 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 Newtons 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 (3-6)

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 236, MAT 201, CSC 206, or Instructor permission. 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)

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 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. *A lab fee is required for this course.*

NAS 272 – Natural Sciences Peer-Tutoring (1-3)

Prerequisite: One NAS course at the 100-level which includes a laboratory

component (NAS 104, 105, 106, 107, 108, 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 225 – Science Communication (3)

Prerequisites: NAS 107, CSC 206, and 2 additional NAS courses. 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.

NAS 300 Science Methods (3)

Prerequisites: NAS 225, CSC 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, from choosing a research or monitoring topic all the way through the analyses of data and preparation of their results. 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, CSC 206, MAT 223. This course is offered only during summer session, to provide 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 ecological 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 ecologists 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 331 – Evolutionary Biology

Prerequisites: NAS 203, NAS 214, MAT 223. 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 (3-6)

Prerequisite: Permission of NAS Chair. Offered as necessary to treat specialized subject matter for a small group of students.

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

Prerequisites: NAS 243, NAS 248, CSC 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 buffering, coastal erosion, sediment transport, and the formation and evolution of beaches, dunes and barrier islands. *A lab fee is required for this course.*

NAS 391, 392, 393 – Independent Study (3-8, 3-8, 3-8)

Prerequisite: Permission of Instructor. Independent studies are designed to offer students the opportunity to gain further knowledge within a specific field of marine science. The student works closely with Professor to define course goals. Students are encouraged to approach NAS faculty with ideas for independent study topics well before the semester in which the study will take place. *A lab fee is required for this course. This course is graded on a letter grade system.*

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 influence 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 440 – Selected Topics: 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 491, 492, 493 – Independent Study (3-8, 3-8, 3-8)

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. This course is graded on a letter grade system.*

Philosophy and Religion* (PHI/REL)

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
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: PHI/REL 317, PHI 103 or 104, PHI 208 or 223, REL 211, and REL 101 or 102. Of the 36 required hours, 18 must be upper level, with at least 9 hours at the 400 level.

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 indepth experience or specialized expertise.

A philosophy and religion program gives students a unique preparation for a variety of life situations, e.g., pre-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 (PHI)

Philosophy Minor: Students minoring in philosophy must take PHI 103 and PHI 104, and at least 12 semester hours of credit in philosophy courses above the 100 level, including 3 hours at the 300 level and 3 hours at the 400 level.

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 104WI – Introduction to Philosophy II (3)

Philosophical study, starting with the Renaissance and culminating with modern philosophy. Since this is a survey course, it may be taken independently of PHI 103. *Offered spring semester.*

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 Pre-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 Pre-Law Program.*

PHI 240 – Selected Topics in Philosophy (1-6)

PHI 312 – Aesthetics (3)

Prerequisite: PHI 103 or PHI 104 or consent of instructor. 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)

Prerequisite: PHI 103 or PHI 104 or consent of instructor. 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 Pre-Law Program.*

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, e.g., Taoism.

PHI 350 – The Philosophy of Science (3)

Prerequisite: 6 hours in philosophy or consent of the instructor. 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 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 411 – Epistemology (3)

Prerequisite: 9 hours in philosophy or consent of instructor. 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 420 – Existentialism (3)

Prerequisite: 9 hours in philosophy or consent of instructor. 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 440 – Selected Topics in Philosophy (1-6)

Prerequisite: consent of instructor. Selected Topics offers 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)

Prerequisite: 9 hours in philosophy or consent of instructor. 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)

Religion Minor: Students minoring in religion must take 18 hours of religion courses, including REL 101 or REL 102 and REL 211, and at least 9 semester hours of credit in religion courses above the 200 level, including 3 hours at the 400 level. Note: REL 212 and REL 317 are recommended.

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 211 – 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 240 – Selected Topics in Religion (1-6)**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 302 – Christian Ethics (3)

The course first examines the motivation, context, and content of the New Testament and then considers how biblical ethics relate to contemporary moral methodologies. The course also considers how biblical ethics relate to and address contemporary issues such as abortion, euthanasia, capital punishment, sexual morality, bioethics, and social justice.

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 Liberal Arts curriculum prepares students for careers in a wide range of fields, including education, law, business, politics and ministry.

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 321 – The Apocalypse in Scripture and Society (3)

The apocalyptic vision has shaped the religious, political, and cultural landscape of the Western world. This course will examine the origins of apocalyptic thought in the Middle East and trace the subsequent development of apocalyptic themes in the Early Christian and Medieval worlds. Apocalyptic imagery in modern and contemporary cinema, religious movements, and political ideologies will also be highlighted.

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 328 – 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 POS 328.*

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.

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 428 – God, Ape and Man (3)

To what extent are we based in the works of God, or simply the processes of evolution? Traditionally religion was known as the "Queen of the Sciences", before Galileo's day. There was a unity of theological perspectives in the Christian tradition that relied upon Biblical and classical Greek resources. With the advent

of Galileo, Darwin, and modern scientific thinking up to Einstein's day, religion and science have now become as much potential adversaries as they were once partners. Does modern science force us to rethink religion? If so, in what ways? Will science overwhelm and supplant religion, or does religion still have its own special province in the human soul? *This course is cross listed with POS 328.*

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 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? Non-violence 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 – Smith, Marx and God (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 affords 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-class 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: Students majoring in Political Science must complete a total of 48 hours, including 36 hours of required courses and 12 hours of elective courses. The following courses are required: POS 200, POS 203, POS 204, POS 221, POS 301, POS 331, POS 332, POS 470, GEO 201, REL 211, ECO 201, and one elective in economics.

Of the additional 12 elective hours, six hours must be political science courses at the 400-level and six hours must be courses with an international focus. In addition to the appropriate POS international courses, ECO 331, SOC 402, LAS 201, LAS 202, LAS 335 and LAS 337 are acceptable to meet this six hour requirement. Also, all political science majors are required to take MAT 223 - Statistics, to fulfill a part of the mathematics component of the general education requirements.

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.

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 201 – Contemporary Politics (1)

This course allows students to critically reflect on and discuss current developments in the world and the United States. Through use of the *New York Times* students will both learn about events and how to analyze media coverage of the news. This course cannot be taken more than three times.

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 241WI – Ethical Issues in the Judiciary (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 PLA 241.*

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 328 – 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 328.*

POS 331 – Comparative Government (3)

Prerequisite: POS 221. 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)

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)

Description and analysis of the events, institutions, and issues that have dominated the relations of Latin America with the United States throughout the years. Emphasis on current diplomatic trends. *This course is cross-listed as LAS 337 and HIS 337.*

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 – Constitutional Law I (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.

POS 342 – Constitutional Law II (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.

POS 343 – Campaigns and Elections (3)

This will be an interactive course with students required to take part in discussions and debates about the election process. The class will be divided into three political parties, with each party selecting a presidential candidate and campaign advisors. Through this process, students will learn how to run an effective political campaign.

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 360 – The American Presidency (3)

An analytical and descriptive examination of the modern office of the President, its origins, and its development during the administrations of previous presidents. *This course is cross-listed as HIS 360.*

POS 371 – Contemporary Legal and Political Issues (3)

Prerequisite: Sophomore standing or consent of instructor. This course examines 18 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. *This course is cross-listed as PLA 371.*

POS 380 – Introduction to U.S. Law (3)

Prerequisite: Sophomore standing or consent of instructor. This course provides the student with an authoritative examination of the major elements of the American Legal System. Students are acquainted with the basic structural and cultural parts of U.S. Law. The principal fields of public law and traditional core of private common law are presented for critical examination. *This course is cross-listed as PLA 380.*

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 417 – Justice and the Judicial Process (3)

Prerequisite: Junior standing or permission of instructor. This course examines justice in the American legal system, civil and criminal justice, and the tension between legal and substantive justice. Law, justice, the courts, and the key players will be critically evaluated. Particular attention will be placed upon the history of American jurisprudence, discrimination in the judicial process, the impact of gender on the judicial process, and the civil and the criminal practice of law—including jury nullification, plea bargaining, negotiation, different burdens

of proof, and the process of appeal. Excerpts of film will be used as legal text for discussion purposes. *This course is cross-listed as PLA 417.*

POS 418 – International Law (3)

Prerequisite: Junior standing or permission. 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 PLA 418.*

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 425 – Service Learning Seminar (3)

This seminar is a community-based exploration of American politics in practice—one that allows students to place political science into the context of a larger public world. The core of democracy is political equality; effective democracy requires not simply an equal opportunity to vote, but also an equal right to effective participation, informed understanding and, perhaps most importantly, involvement—not merely in voting on the agenda, but in shaping it. Students taking this seminar will be required to put these principles into practice by volunteering at community-orientated organizations based upon their own personal political interests.

POS 428 – God, Ape and Man (3)

To what extent are we based in the works of God, or simply the processes of evolution? Traditionally religion was known as the “Queen of the Sciences”, before Galileo’s day. There was a unity of theological perspectives in the Christian tradition that relied upon Biblical and classical Greek resources. With the advent of Galileo, Darwin, and modern scientific thinking up to Einstein’s day, religion and science have now become as much potential adversaries as they were once partners. Does modern science force us to rethink religion? If so, in what ways? Will science overwhelm and supplant religion, or does religion still have its own special province in the human soul? *This course is cross listed with REL 328.*

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 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? Non-violence 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 – Smith, Marx and God (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 REL 437.*

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.

POS 481, 482, 483 – Political Science Internship (1-6, 1-6, 1-6)

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)

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)**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.*

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.*

Pre-Law (PLA)

Pre-Law Minor:

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

The Frank D. Upchurch, Sr., Endowed Pre-Law Program at Flagler College is designed to give qualified students the rigorous undergraduate preparation needed to master the academic requirements of law school. The Program is named in honor of Frank D. Upchurch, Sr., by his family and friends as an enduring memorial to commemorate his



Frank D. Upchurch, Sr.

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 Pre-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 pre-law students is designed to enhance these needed skills.

General Information: Students applying for participation in the Pre-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 Pre-Law program should contact the Pre-Law Director for an application to the program or for additional information.

A program of events is scheduled each year for pre-law students. Central features of the program include Pre-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 WESTLAW. Pre-law students should either enroll in an LSAT preparatory course during the junior year or follow the LSAT preparatory guidelines established by the Pre-Law Director.

Flagler College also has an active Pre-Law Chapter of Phi Alpha Delta, an international legal society which fosters interest and disseminates information about pre-legal education and the legal profession. Phi Alpha Delta has become an important part of the Flagler College Pre-Law Program. All pre-law students are encouraged to join.

General Requirements: Students who wish to complete the Pre-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 pre-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 Assistant Pre-Law Director;
5. Attend a minimum of two Pre-Law Program events during each academic year;
6. Complete an LSAT preparatory program;
7. Complete at least four semesters as a full-time student at Flagler College; and
8. Become proficient on the computer assisted legal research program, WESTLAW, at the Proctor Library.

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 Pre-Law minor. PLA 470 and either PLA 381, PLA 419, or PLA 420 are required for the minor. For one of the seven required PLA courses, a student may substitute any law course from another discipline. This course substitution must be approved by the Pre-Law Program Director.

Pre-Law Courses: The Pre-Law curriculum consists of the following courses:

PLA 241	Ethical Issues in the Judiciary	3
PLA 340	Selected Topics in Law	3
PLA 371	Contemporary Legal and Political Issues	3
PLA 372	Criminal Law	3
PLA 373	Constitutional Criminal Procedure	3
PLA 380	Introduction to U.S. Law	3
PLA 381	Legal Writing and Reasoning	3
PLA 417	Justice and the Judicial Process	3
PLA 418	International Law	3
PLA 419	Legal Method and Process	3
PLA 420	Advanced Legal Method and Process	3
PLA 440	Selected Topics in Law	3
PLA 470	Senior Seminar in Law	3
PLA 481, 482, 483	Law Internship	3
PLA 491, 492, 493	Independent Study in Law	3

PLA 240 – Selected Topics in Law (3-6)

The selected topics course offers an analysis of selected current and emerging issues in law. This course may be substituted for other pre-law courses to satisfy the requirements for a minor and is graded on a Pass/Fail basis.

PLA 241WI – Ethical Issues in the Judiciary (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 241.*

PLA 340 – Selected Topics in Law (3-6)

Prerequisite: Junior standing or consent of instructor. The selected topics course offers an in-depth analysis of selected current and emerging issues in law. This course may be substituted for other pre-law courses to satisfy the requirements for a minor.

PLA 371 – Contemporary Legal and Political Issues (3)

Prerequisite: Sophomore standing or consent of instructor. 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. *This course is cross-listed as POS 371.*

PLA 372 – Criminal Law (3)

Prerequisite: Sophomore standing or consent of instructor. 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.

PLA 373 – Constitutional Criminal Procedure (3)

Prerequisite: Sophomore standing or consent of instructor. 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.

PLA 380 – Introduction to U.S. Law (3)

Prerequisite: Sophomore standing or consent of instructor. 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. *This course is cross-listed as POS 380.*

PLA 381 – Legal Writing and Reasoning (3)

Prerequisite: Junior standing or consent of instructor. This course continues the process of acquiring writing and reasoning skills necessary for law school. Students are expected to master the fundamentals of legal writing and of legal reasoning. The rudiments of oral advocacy and basic legal research on Westlaw are also covered.

PLA 417 – Justice and The Judicial Process (3)

Prerequisite: Junior standing or consent of instructor. This course examines justice in the American legal system and the tension between legal and substantive justice. Law, justice, the courts, and the key players will be critically evaluated. Particular attention will be placed upon the history of American jurisprudence, discrimination in the judicial process, the impact of gender on the judicial process, and the civil and criminal practice of law—including jury nullification, plea bargaining, negotiation, different burdens of proof, and the process of appeal. Excerpts of film will be used as legal text for discussion purposes. *This course is cross-listed as POS 417.*

PLA 418 – International Law (3)

Prerequisite: Junior standing or consent of instructor. 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 POS 418.*

PLA 419 – Legal Method and Process (3)

Prerequisite: Junior standing or consent of instructor. 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.

PLA 420 – Advanced Legal Method and Process (3)

Prerequisite: Junior standing or consent of instructor. This course is a continuation of PLA 419. There will be additional emphasis upon the analysis and synthesis of cases, the criminal justice system, statutory interpretation, and the role of the courts. The Socratic teaching method will be employed by the instructor.

PLA 440 – Selected Topics in Law (3-6)

Prerequisite: Junior standing or permission. 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.

PLA 470 – Senior Seminar in Law (3)

Prerequisite: Completion of 75 credit hours. This is a capstone course which allows the senior Pre-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 Pre-Law students to examine. This course is required for students seeking the Pre-Law minor.

PLA 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.*

PLA 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 Pre-Law Advisor for further information or application. *This course is graded on a Pass/Fail system.*

PLA 491, 492, 493 – Independent Study in Law (3, 3, 3)

Prerequisite: Permission from the Director of the Pre-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.*

Psychology* (PSY)

Psychology Major: Students majoring in psychology must take the following courses: PSY 101, NAS 111, MAT 223, PSY 210, PSY 253, PSY 470, and an additional 24 semester hours of credit in psychology courses. **Major requires students to complete an exit exam.** Psychology courses which are cross-listed for another discipline cannot be counted toward a major or minor program in both disciplines. In total, 36 credit hours are required from among the psychology course offerings, and 7 credit hours are required from other disciplines. The Psychology major provides a traditional course of study appropriate either for work in a variety of occupational settings upon graduation or for graduate work in psychology. Within the traditional major, students may wish to consider an orientation in human services offered for students interested in pursuing occupations involving counseling and guidance, or in attending graduate programs in related fields. This program includes the following courses: PSY 101, 210, 323, 361, 371, and 461. In addition, it is strongly advised that students take PSY 481, 482, 483, which is an internship experience involved in working in a human services agency in the St. Augustine vicinity, such as alcohol rehabilitation, drug abuse and prevention, and youth services.

Internship positions are limited, and students interested in human services are encouraged to seek advisement from the Social Sciences Department. Intern positions are available to students who have obtained a minimum cumulative average of 3.0 and permission from the instructor. Internship hours may not count toward a major area of concentration or toward minor areas of study in social sciences.

Required Courses (19 credit hours)

PSY 101	Introduction to Psychology	3
NAS 111	Introduction to Biological Science with Lab	4
MAT 223	Statistics	3
PSY 210	Psychology of Personality	3
PSY 253	Research Methods	3
PSY 470	Senior Seminar (to be taken in last semester)	3

Electives (24 credit hours)

Students must take two courses from each of the following categories, as well as an additional two courses at the 300 or 400 level (these may be taken from the lists below or other appropriate electives not in these categories):

Category I

PSY 201	Child Psychology	3
PSY 205	Developmental Psychology	3
PSY 330	Psychology of Aging	3
PSY 344	Adolescent Psychology	3
PSY 370	Social Psychology	3

Category II

PSY 371	Tests and Measurements	3
PSY 410	Human Factors in Psychology	3
PSY 415	History of Psychology	3
PSY 430	Industrial-Organizational Psychology	3
PSY 445	Cross-Cultural Psychology	3
PSY 460	Substance Abuse	3
PSY 461	Individual and Group Counseling I	3
PSY 462	Individual and Group Counseling II	3

Category III

PSY 323	Abnormal Psychology	3
PSY 333	Cognition	3
PSY 351	Physiological Psychology	3
PSY 361	Principles of Behavior Modification	3
PSY 401	Advanced General Psychology	3
PSY 437	Somatopsychology	3
PSY 451	Neuropsychology	3

Other Electives:

PSY 340	Selected Topics	3
PSY 440	Selected Topics	3
PSY 477	Research Assistant	1-3
PSY 481, 482, 483	Psychology Internship	1-6
PSY 491, 492, 493	Independent Study	1-3

Psychology Minor: Students minoring in psychology must complete 18 semester hours to include PSY 101, PSY 201 or 205, PSY 210, and at least 9 semester hours at the 300 and 400 level.

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 – Developmental Psychology (3)

Prerequisite: PSY 101. A study of the biopsychosocial aspects of the developing adult from adolescence 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.



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.

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 six hours in Psychology or permission of instructor. An examination of the basic principles of learning and memory, using both behavioristic and cognitive perspectives. A consideration of animal learning as well as human acquisition, retention, and processing of information.

PSY 340 – Selected Topics (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 370 – Social Psychology (3)

Prerequisites: PSY 101 and six hours in Psychology 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.

PSY 371 – Tests and Measurements (3)

Prerequisites: PSY 101 and six hours in Psychology 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, 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 410 – Human Factors in Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. This is an introductory course in which students will be introduced to the concept of ergonomics, the design of products and systems for human use. Methods of visual, auditory, and tactile communications and signaling will be considered. Human physical and psychological capabilities will be analyzed in

relation to the work space. Human error, both physical and psychological, will be considered in relation to accidents and work productivity.

PSY 415 – History of Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. This course provides a history of psychology from the fifth century B.C. Greeks through St. Augustine, St. Thomas Aquinas, Descartes, Locke, Mills, Kant, and the modern schools of German experimentation, structuralism, functionalism, physiological psychology, social psychology, individual differences, and behaviorism.

PSY 430 – Industrial-Organizational Psychology (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. The industrial and organizational setting viewed from a psychological perspective, including applicant selection, placement, promotion, training, and management. Labor unions and social/environmental issues are also examined.

PSY 437 – Somatopsychology: Body-Mind Relations (3)

Prerequisites: PSY 101 and nine hours of Psychology or permission of instructor. A study of the way in which the mind and body interact. Topics include the body as a medium of expression (body language), the psychological effects of various Eastern and Western physical disciplines, biofeedback, psychosomatic diseases and holistic methods of treatment.

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 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 and Psychology majors only. The Senior Seminar is the capstone course in the Psychology Department and is required of all students majoring in psychology during their senior year. The course is designed to provide students an opportunity to develop a comprehensive and integrated understanding of psychology in contemporary society. 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 9 hours required at the 400 level.

PSY 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.

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 Page 248.

Reading (REA) See Page 242.

Religion (REL) See Page 283.

Sign Language (SLS)

SLS 201 – Sign Language I for the Non-Major (3)

This is a three hour course designed to introduce students to American Sign Language and Contact Sign Language to be used with deaf individuals. The class will focus on conversational skills and vocabulary development. Students will gain experience with sign language, Deaf Culture, and communication practices within the Deaf Community.

SLS 202 – Sign Language II for the Non-Major (3)

Prerequisite: SLS 201 or instructor permission. This course is designed to teach students with Basic American Sign Language skills to develop Intermediate level of conversational and grammatical skills. The course also includes vocabulary development and Deaf Culture information.

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. A Sociology major allows students to earn a second major (called dual majoring) or earn two or three minors along with the major.

The Sociology major consists of 36 total credit hours. Of these, 24 credit hours will be required core courses, with an additional 12 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 (24 credit hours)

SOC 101	Introduction to Sociology	3
MAT 223	Statistics	3
SOC 301	Sociological Research Methods	3
SOC 332	Sociological Perspectives	3

SOC 350	Inequality in America	3
SOC 370	Social Psychology	3
SOC 405	Contemporary Sociological Theory	3
SOC 470	Senior Seminar	3
OR		
SOC 495	Advanced Research Project	3

Electives (12 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 323	Sociology of Education	3
SOC 340	Selected Topics	3
SOC 355	Social Movements	3
SOC 363	Global and Comparative Sociology	3
SOC 372	Sociology of Medicine and Health	3
SOC 422	Social Work Theory, Practices and Institutions	3
SOC 430	Urban Sociology	3
SOC 440	Selected Topics	3
SOC 448	Environmental Sociology	3
SOC 477	Research Assistant	1-3
SOC 481, 482, 483	Sociology Internship	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 six hours at the 300 and 400 level.

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: SOC 101, SOC 260, 303, 360, and six additional credit hours of sociology electives with a criminology emphasis, which include SOC 341, 365, 368, 371, 441, 462, and 468.

NOTE: Sociology electives which satisfy both a Sociology major or minor and a criminology minor cannot be counted toward both degrees.

SOC 101WI – Introduction to Sociology (3)

Introduction to the field of sociology. Analysis of groups and social institutions; the meaning of the relationship of the individual to society. *Offered each semester.*

SOC 201WI – Contemporary Social Problems (3)

A study of major contemporary national and international problems such as population, war, poverty, industrialization, urbanization and other significant issues confronting modern man. *Offered each semester.*

SOC 210WI – Marriage and Family (3)

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 243WI – Selected Topics (3)

A specialized course offering.

SOC 260 – Introduction to the Criminal Justice System (3)

Prerequisite: SOC 101. 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.

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 Sr. Research Project course in order to produce publishable research.

SOC 303 – Sociology of Law (3)

Prerequisites: SOC 101 and SOC 260. This course provides an analysis of sociological research and theory in conjunction with the development and enforcement of criminal codes and statutes.

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 323 – Sociology of Education (3)

This course will examine the relationships between education and society by reviewing a variety of theoretical perspectives and empirical studies. Topics include social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; social capital; the student teacher relationship; teaching as a profession; school choice; and higher education.

SOC 332 – Sociological Perspectives (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 Goffman. 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 341 – Criminology Selected Topics (3)

Seminar investigating specialized topics in criminology.

SOC 350 – Inequality in America (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 something as a social problem and how those who oppose them define the same issue differently, and how these varying interpretations lead to different attitudes and actions.

SOC 360 – Criminology (3)

Prerequisites: SOC 101 and SOC 260. 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.

SOC 363 – Global and Comparative Sociology (3)

Prerequisite: SOC 101 or permission of Instructor. This course is based on the premise that patterns of human behavior can be better understood by situating them in the global context. This will enable students to see our own beliefs and norms as socially constructed, see options for how society can be arranged, and understand how events in Mexico, France, Libya, India, China, and other countries affect our daily lives. Economy, law, environmental conditions, religion, military, consumerism, and social movements are some of the issues that transcend national borders and span the globe.

SOC 365 – Juvenile Delinquency (3)

Prerequisites: SOC 101 and SOC 260. 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.

SOC 368 – Police in Society (3)

Prerequisites: SOC 101 and SOC 260. 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.

SOC 370 – Social Psychology (3)

Prerequisite: SOC 101. 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.

SOC 371 – Criminal Court System and Process (3)

Prerequisites: SOC 101 and SOC 260. 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.

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. A history of contributions to sociological thought from the 19th century to the present. *Offered in the fall semester.*

SOC 422 – Social Work Theory, Practice And Institutions (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 441 – Criminology Selected Topics (3)

Prerequisite: SOC 101 or Permission of Instructor. Advanced seminar investigating specialized topics in criminology or topics not covered in other criminology.

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 SOC 260. 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 effects of victimization as well as the remedies accessible to the victims.

SOC 468 – Social Aspects of Terrorism (3)

Prerequisites: SOC 101 and SOC 260. 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.

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.*

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. *This course is graded on a Pass/Fail system.*

SOC 481, 482, 483 – Sociology Internship (1-6, 1-6, 1-6)

Prerequisites: SOC 101, six hours of 300-400 level Sociology courses, Permission of Instructor. 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. Up to 3 hours of Sociology Internship may be used as elective hours for a Sociology major or minor. *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, or may combine Spanish with Latin American Studies for a major or a minor. 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 program coordinator, 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

Course	Course Description	Year
SPA 201 (4)	Intermediate Spanish I	Sophomore
SPA 202 (4)	Intermediate Spanish II	Sophomore
SPA 301 (4)	Advanced Conversation and Composition I	Junior
SPA 302 (4)	Advanced Conversation and Composition II	Junior
SPA 307 or 309 (3)	Survey of Spanish Literature or Survey of Spanish American Literature	Junior
SPA 300 level (6)	Elective	Junior
SPA 401 (3)	Spanish Culture and Civilization	Junior/Senior
SPA 400 level (3)	Elective	Junior/Senior
LAS 201 or 202 (3)	Introduction to Mexico, Central America, and the West Indies or Introduction to South America	Freshman

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

Course	Course Description	Year
SPA 201 (4)	Intermediate Spanish I	Sophomore
SPA 202 (4)	Intermediate Spanish II	Sophomore
SPA 301 (4)	Advanced Conversation and Composition I	Junior
SPA 302 (4)	Advanced Conversation and Composition II	Junior
SPA 300 level (3)	Spanish Elective	Junior/Senior
SPA 400 level (3)	Spanish Elective	Junior/Senior

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.

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 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 Spanish Coordinator 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.

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 in Spanish (3-6)

SPA 291, 292, 293 – Independent Study (3-6)

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 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)**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)**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)**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 management, fitness management, and facility management. Success in managing sporting organizations depends increasingly on knowledge in finance, marketing, sales, legal issues, and management functions. Therefore, the sport management program provides 59 hours of diverse course offerings and also incorporates coursework from economics, accounting, and computer studies.

Sport Management majors are required to successfully complete the following core courses:

SPM 120	Introduction to Sport Management	3
SPM 210	Sociology of Sport	3
SPM 260	Administration of Sport	3
SPM 270	Sport Marketing and Promotion	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 350	Sales Management in Sport	3
SPM 370	Junior Seminar	1
SPM 430	Governance in Sport	3
SPM 435	Sport Ethics	3
SPM Elective		3
SPM Elective		3
SPM 470	Senior Seminar	2
SPM 481, 482	Internship in Sport Management	12

All Sport Management majors must also take the following:

ACC 211	Principles of Financial Accounting	3
ACC 212	Principles of Managerial Accounting	3
CSC 206	Data Management for Business	3
ECO 201	Principles of Macroeconomics	3
ECO 202	Principles of Microeconomics	3

All Sport Management majors must take two sport management electives above the 200 level.

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.

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)

Prerequisite: SPM 120. 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 and Promotion (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, and media relations. 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, flexibility, 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 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



In the Proctor Library, students have use of an Internet computer lab, open access computer lab, the graphic design studio/computer lab, one Macintosh lab and two PC labs.

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. Introduction to basic legal terminology and court procedures. Students will develop “safety conscious” attitudes and constitutional awareness that will assist in the management of sport and recreation activities. This course also focuses on constitutional amendments, statutory and administrative law that applies to the sport industry and impacts the work setting.

SPM 330 – Recreation/Fitness Management (3)

Prerequisite: SPM 120. This course is designed to provide the student with a conceptual understanding of the recreational sport and fitness management environments. Special emphasis is placed on history, foundations, programming, budgeting, and experiential learning applicable in the collegiate, community, and in military settings.

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)

Prerequisite: SPM 120. Selected Topics offers the student opportunities to study areas of Sport Management not listed in the Catalog.

SPM 350 – Sales Management in Sport (3)

Prerequisites: SPM 120 and SPM 270. This course will build upon the basic principles, theories, and concepts learned in SPM 270 – Sport Marketing and Promotion. Through readings and lectures the course will examine the rationale regarding the advantages and disadvantages of various sales and promotional methodologies. The focus will be on promotional and sales strategies, sales campaigns, and selling techniques utilized in an applied format that will act as a “real world” laboratory.

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 420 – Sport Entrepreneurship (3)

Prerequisites: SPM 120, SPM 260, SPM 270, and Junior or Senior status. This course requires the student to analyze all the necessary activities required

to start a sport business. Starting with an original business idea and ending with a business plan, students evaluate the potential for the enterprise. The course emphasizes real-world application of existing business practices from a SWOT analysis to the process of acquiring funding.

SPM 430 – Governance in Sport (3)

Prerequisites: SPM 120, SPM 260, 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, 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. Specifically, 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)

Prerequisite: SPM 120. 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 pass/fail 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. *This course is graded on a Pass/Fail system.*

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 56 semester hours, and must include THA 201, 205, 207, 221, 222, 231, 241, 308, 343, 344, 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 7 credits from the electives listed below, in this Theatre Arts section.

Theatre Arts Minor: A theatre arts minor is accomplished by a student earning a minimum of 26 hours, including THA 201, 205 or 206, 207, 221, 222, and two electives from the following list of electives: THA 209, 211, 340, 321, 335, 430, 440. In addition, a Theatre Arts minor must take one credit in THA 177 and four credits in THA 177 and two credits in THA 277.

Prerequisites

Students who plan to major or minor in theatre arts must first complete the prerequisites listed below unless exception made by department chair:

THA 201/ENG 201	Introduction to Drama and Literature	3
THA 205	Acting I for the Major	4
THA 207	Theatre Technology I	3
THA 177	Theatre Technology I Lab	1

Total:		11

All students majoring in theatre arts must complete all of the following courses

Core Courses

THA 277	Theatre Production for the Main Stage	4-6
THA 221	Theatre History I	3
THA 222	Theatre History II	3
THA 231	Stage Make-Up	3
THA 241	Acting II - Movement for the Stage	4
THA 308	Theatre Technology II	4
THA 343	Scenic Design	4
THA 344	Directing	4
THA 444	Theatre Conservatory	6
THA 452	Modern Drama	3

Total:		39-44*

Electives

A minimum of seven credits is required from the following list of courses:

THA 206	Oral Interpretation of Literature	3
THA 209	History of American Film I	3
THA 211	History of American Film II	3
THA 250	Combat for the Stage	3
THA 305	Acting III - Advanced Acting	4
THA 321	Historic Costuming for the Stage	3
THA 335	Children's Theatre Production	4
THA 340	Selected Topics	2-4
THA 405	Acting Styles	4
THA 413	Summer Production Internship	1-4
THA 430	Voice and Speech for the Actor	3
THA 440	Selected Topics	3
THA 482	Internship	3-6
THA 494	Directed Studies in Theatre	2-4

* A theatre arts major must take one credit in THA 177 and four credits in THA 277 before graduation. Each credit represents a minimum of 40 hours of work. See course description for THA 177 or THA 277 descriptive note in the listing of courses.

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. Monologues, mime, and improvisational activities will be the bulk of the course and will result at the end of the course with an open presentation. *This course satisfies the general education requirement in Creative Production.*

THA 177 – Theatre Technology Lab (1)

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 Drama and 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. Students are required to attend and report on two professionally directed productions during the course of one semester. *This course must be taken before sophomore year and satisfies the general education requirement in Creative Aesthetics. This course is cross-listed as ENG 201.*

THA 205 – Acting I for the Major (4)

Prerequisite: THA major or minor. This course has an emphasis on introducing more advanced acting skills to a student interested in making theatre arts his or her career. Monologue work, improvisational activities, physical and emotional understanding, and scene study is the bulk of the course and will result in a production of a play at the end of the course. *This course should be taken before the sophomore year and 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.

THA 207 – Theatre Technology I (3)

Prerequisite: Open to Theatre Arts majors and minors only. (Corequisite: THA 177) A study of technical aspects of theatre, including scenery construction, stage machinery, special effects, properties, lighting, sound, and the proper use of tools and equipment. It is mandatory that students work on actual stage productions as part of the laboratory experience. *Students must take the THA 177 credit in technical theatre the same semester they are taking 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. Students are required to keep a journal and the class will end in a performance. *This course, when offered, satisfies the general education requirement in Creative Production.*

THA 209 – History of American Film I (3)

Beginning with the predecessors of Thomas Edison and continuing through the silent era, this course focuses on the first 50 years of the 20th century. Key documentary films are used in a study of the studio system, directors, actors, and the innovations of the early film industry. *Offered in summer term only.*

THA 211 – History of American Film II (3)

This is a film history course which begins with the films of the 1950's to current times. *Offered in summer term only.*

THA 221 – Theatre History I (3)

There is no prerequisite for non-majors or non-minors who are taking this course as a humanities elective. Prerequisites for Theatre Arts majors and minors: THA 201, THA 205 and THA 207. A study of the development of Western theatre within the historic context of the periods covered, beginning with theatre origins in 5th century BCE Greece to the Italian Renaissance. The

course examines theatre evolution in literature, setting, acting, technology, production companies, and the influences of theatre in its societal context in the various periods. *This course satisfies the general education requirement in Creative Aesthetics.*

THA 222 – Theatre History II (3)

There is no prerequisite for non-majors or non-minors who are taking this course as a humanities elective. Prerequisites for Theatre Arts majors and minors: THA 201 , THA 205 and THA 207. A study of the development of Western theatre within the historic context of the periods covered beginning with the Renaissance to the present. The course examines theatre evolution in literature, acting, technology, production companies, and the influences of theatre in its societal context in the various periods. *This course satisfies the general education requirement in Creative Aesthetics.*

THA 231 – Stage Make-Up (3)

Prerequisite: THA 201 and THA 205. Theatre Arts majors should complete this course by the end of the sophomore year. This course is concerned with the application of 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. In addition to the text, students will be expected to purchase enough make-up so that they can create a case for their use in and out of class.

THA 240 – Selected Topics (2-3)

Prerequisite: Open to Theatre Arts majors and minors only. May require audition or permission. An study of specialized subject matter not covered by existing courses in the theatre arts department.

THA 241 – Acting II - Movement for the Stage (4)

Prerequisites: Theatre Arts majors only. THA 201 and 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 (scene analysis, objectives, beat breakdowns, blocking and gesture) gaining familiarity with and control of the actor's body by discovering the physical habits that can impede character development and realization. Instruction is through monologue and scene study, games, and exercises.

THA 250 – Combat for the Stage (3)

Prerequisites: THA 201, 205, 207, Theatre Arts majors only. Introduces the student to two of six basic combat styles of staged violence, as recognized by the Society of American Fight Directors. The course is divided in half, beginning with instruction, demonstration, and practice of unarmed combat, followed by Rapier and Dagger during the second half of the course. Each combat style concludes

with a choreographed battle within the context of a dramatic scene. Students are evaluated on their ability to execute fighting styles with a partner, safely, effectively, and believably. Students are expected to purchase or rent weapons used.

THA 277 – Theatre Production for the Main Stage (1)

A Theatre Arts major must fulfill his or her major requirements by taking this course a minimum of four times. To receive one credit, a student must spend 40 hours on the production. *This course is graded on a Pass/Fail basis.* There are three areas in which majors must select their THA 277 credits:

(1) *Performance/Direction* - This includes acting, assistant directing, production coordination, or choreography. Students majoring in theatre arts must take THA 277 one time in which they focus in one of these skills.

(2) *Technical Theatre* - This includes design, set construction, running crew, make-up, costume, sound, lights, props, stage management, and assistant stage management. Students majoring in theatre arts must take THA 277 in which they focus on one of the skills in this category.

(3) *House and Marketing* - This includes house management, box office, tickets, publicity, etc. Students must focus in this area once.

(4) Final credit is a Choice credit or Floating credit, i.e., students may repeat any area of their choice to complete their final requirement.

- All students enrolled in THA 277 must put two hours of work in the noted Work Weekend for the show, must participate in the strike, and must work one hour at end of semester for clean up, under chair supervision.

THA 305 – Acting III - Advanced Acting (4)

Prerequisites: Only open to Theatre Arts majors or minors. THA 201, THA 205, THA 241; and completion of THA 452 is recommended. 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. One portion of the class will discuss the “professional” actor, requiring preparation of audition material, a “head shot”, and the preparation of an acting resume. This class is for the more advanced student with its emphasis on preparation for the pursuit of a professional career in theatre. *Offered alternate years.*

THA 308 – Theatre Technology II (4)

Prerequisite: THA 207. For Theatre Arts majors and minors, must be completed by the end of the sophomore year. An in-depth study of the technical theatrical process of a main-stage production or second stage production. The

students in the class serve as assistants to the Technical Director of a faculty-directed main stage production, beginning from the conceptual design phase through opening night. The students are required to submit their own scenic and lighting designs. These designs are considered, with others, for implementation. In addition to design plans, the students must also practically illustrate how their various creations will be constructed within the physical confines of the performance space and the production budget. Students must take a THA 277 credit in Technical Theatre during this semester.

THA 321 – Historic Costuming for the Stage (3)

Prerequisites: THA 201, THA 205, or by permission of the Chair of Theatre Arts. 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. Students will have to prepare designs from the Egyptian period to 1920.

THA 335 – Children’s Theatre Production (4)

Prerequisites: THA 201, THA 205, or by permission of the Chair of the Theatre Arts department. This course provides a practicum experience for students in performance in musical theatre for children. The course focuses on the production of a children’s show as well as storytelling for area elementary schools.

THA 340 – Selected Topics (2-4)

Prerequisite: Open to Theatre Arts majors and minors only. May require audition or permission. An study of specialized subject matter not covered by existing courses in the theatre arts department.

THA 343 – Scenic Design (4)

Prerequisites: THA 201, THA 205, THA 207, THA 308. Open to Theatre Arts majors only. This is a seminar course in scenographic design for the theatre. Students analyze plays, design and build models. *Students must supply their own art and model making supplies.*

THA 344 – Directing (4)

Prerequisites: THA 241, THA 308, and 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 (4)

Prerequisites: THA 221, THA 222, THA 241 or Theatre Arts majors only. 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. *Not offered every year.*

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 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. *Offered alternate years.*

THA 440 – Selected Topics (3-4)

Prerequisite: Theatre Arts majors or minors only, or by departmental permission; may require audition. A study of specialized subject matter not covered by existing courses in the Theatre Arts Department.

THA 444 – Theatre Conservatory (6)

Prerequisites: THA 343 and THA 344 and open only to seniors majoring in theatre arts. All required courses must be taken prior to admission to THA 444. Each class member selects, directs, and produces a one-act play for presentation before an open audience. This is the capstone course for students majoring in theatre arts or theatre arts education and serves as an exit examination for these majors. The one-act plays are critiqued by a theatre professional from outside the department and by members of the department in two separate adjudication periods. Also, students must keep a journal and they must prepare a professional Director's Portfolio which is a major artifact of this course. Students are expected to take the process from the vision and selection of a play to the actual production. The Theatre Arts Department Chair will assign each student to a specific semester. Students are expected to pay royalties on their production and may encumber some costs by choice of their individual plays.

THA 452 – Modern Drama (3)

Prerequisites: THA 201, THA 221, THA 222, and Theatre Arts major. A study of modern plays and playwrights. Analysis, theory, and philosophies of the most prominent authors from Ibsen to the present, including the absurdists. Students will be expected to make an in-depth research study of a modern playwright and present it to the class.

THA 481, 482, 483 – Internship (2-6, 2-6, 2-6)

Interning in a recognized theatre, in a course of study, developed between theatre professionals, students, and intern supervisor. Hours are actually spent in practicum in the agreed upon theatre. *This course is graded on a Pass/Fail system.*

THA 491, 492, 493– Independent Study (1-4)

Prerequisites: Theatre Arts majors only, junior status, and must have a 3.0 G.P.A. Individualized project in theatre proposed by the student to focus in an area not offered on a regular basis. *This course is graded on a letter grade system.*

THA 494 – Directed Studies in Theatre (2-4)

Prerequisites: Theatre Arts majors only and junior status, approved by the Theatre Arts Department Chair. Individualized project proposed by student, approved by Theatre Arts Department Chair, and monitored on a regular basis by a full-time faculty member. Directed Studies are offered in four different areas/discipline within the Theatre Arts Department: teaching assistant, assistant director, design: set/lighting/costumes, and performance/choreography. Students may take a Directed Studies more than once but not in the same discipline.

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:

1. Required Courses (12 hours): RST 101, 202, 401, 470
2. Required Internship (3 hours): RST 481, RST 482, or RST 483
3. Electives (6 hours): REL 101; REL 102; REL 211; REL 212; REL 301; REL 302; REL 312; REL 317; REL 321; REL 335; REL 340; REL 411; REL 423; REL 430; REL 440; REL 470; REL 481, REL 482, REL 483; and REL 491, REL 492, REL 493.

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 in Youth Ministry (3-6)

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 bases 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)

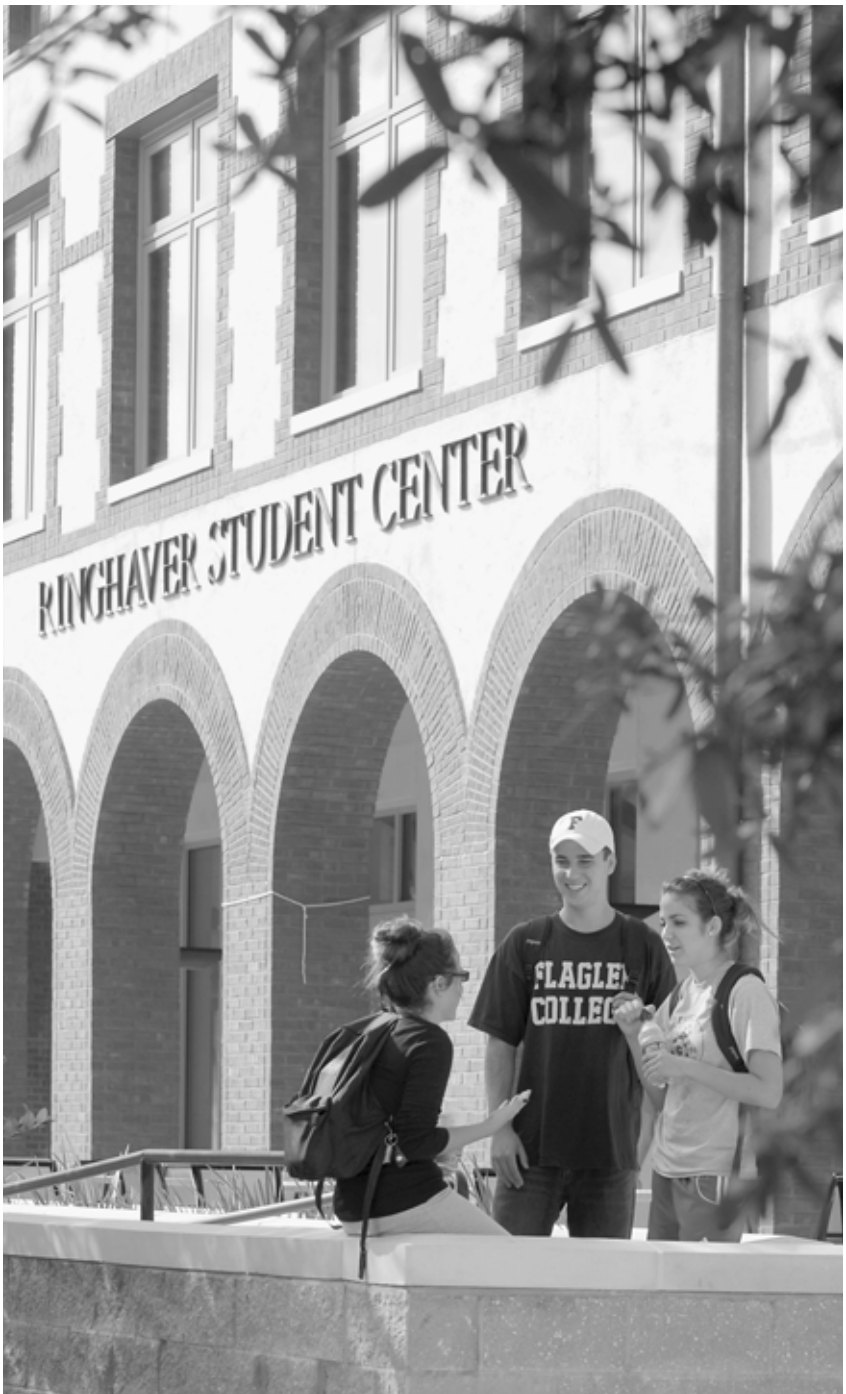
Prerequisite: Permission of instructor. A wide diversity of internship possibilities are available to students that provide hands-on participation in a number of areas pertaining to youth ministry. Students should work together with the Youth Ministry faculty in arranging an internship, for there are 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.*



Students enjoy the lush surroundings that encompass the college's campus.



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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 M.B.A., Mississippi College
 Ph.D., Florida State University
 Assistant Professor,
 Business Administration
- ANNE L. DeMARTINI
 B.A., University of No. Carolina, Chapel Hill
 M.Ed., University of Georgia
 J.D., University of Georgia
 Associate Professor,
 Sport Management
- ANDREW DILLON
 B.A., City College of New York
 M.A., New York University
 Ph.D., New York University
 Professor Emeritus,
 English
- JOHN F. DIVINEY, JR.
 B.A., Brigham Young University
 M.A., Brigham Young University
 M.A., Florida State University
 Ph.D., Florida State University
 Associate Professor,
 Coordinator,
 Spanish/ Latin American Studies
- ERNEST DRISCOLL
 B.S., Park College
 M.S., Florida Institute of Technology
 Visiting Instructor,
 Business Administration
- TRACEY EATON
 B.A., Rutgers University University
 M.J., Temple University
 Assistant Professor,
 Communication
- KELLY ENRIGHT
 B.A., Vassar College
 M.A., Columbia University
 Ph.D., Rutgers University
 Assistant Professor,
 History
 Director,
 Public History
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 B.A., Western Maryland College
 M.S.Ed., Western Maryland College
 Ph.D., Temple University
 Professor,
 Education
 Coordinator,
 Deaf Education
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 B.A., Albany State College
 M.A., Georgia State University
 Chorus Director

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- LUCIANA GASSETT
B.A., Universidade de Brasilia
M.A., Savannah College of Art and Design
Assistant Professor,
Graphic Design
- PHYLLIS M. GIBBS
B.A., Montclair State University
M.S. Ed., Eastern Illinois University
Associate Professor,
Department Chair,
Theatre Arts
- ROBBIE GORDON
B.S., Cornell University
M.F.A., University of Massachusetts, Amherst
Assistant Professor,
Communication
- THOMAS S. GRAHAM
B.A., Florida State University
M.A., Florida State University
Ph.D., University of Florida
Professor Emeritus,
History
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B.S., Auburn University
M.A., The Colorado College
M.A.M., Auburn University
Ph.D., Auburn University
Associate Professor,
Math and Technology
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B.M., Florida State University
M.A., California State University
Ph.D., University of Florida
Professor,
Department Chair,
Education
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B.S., Miami University
M.A., Bowling Green State University
Ph.D., Bowling Green State University
Professor,
Department Chair,
Communication
- ROBERT M. HALL
B.A., Florida State University
M.Ed., University of Florida
Associate Professor Emeritus,
Art
- JINHYON HAMMICK
B.A., Chungnam National University, South Korea
M.A., Emerson College
Ph.D., University of Florida
Assistant Professor,
Communication
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B.A., Agnes Scott College
M.Div., Columbia Theological Seminary
Ph.D., University of Durham
Professor Emeritus,
Religion
- ERIC HOFFMAN
B.S., Florida State University
M.S. Florida State University
Ph.D., Florida State University
Associate Professor,
Communication

- PAULA HOLANCHOCK
B.A., Flagler College
M.B.A., Nova Southeastern University
Assistant Professor,
Business Administration
- GARY L. HOOVER
B.S., Ohio State University
M.B.A., Miami University
Ph.D., Kent State University
Associate Professor,
Business Administration
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M.A., Indiana University
Ph.D., Florida State University
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English
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B.S., Central South University of Technology, China
M.S., Alfred University
Ph.D., Pennsylvania State University
Visiting Assistant Professor,
Math and Technology
- MARK HUELSBECK
B.A., The University of Iowa
M.F.A., The University of Iowa
Assistant Professor,
Communication
Co-Coordinator,
Journalism and Documentary Production
- CALVIN HUNTER
B.S., Guilford College
M.S., Georgia Southern University
Ph.D., United States Sports Academy
Associate Professor,
Sport Management
- MICHAEL G. INSALACA
B.A., University of Florida
M.Ed., University of Florida
Ph.D., Union Institute and University
Assistant Professor,
Math and Technology
- TINA JAECKLE
B.S., Florida Southern College
M.S.W., University of Houston
M.S., Nova Southeastern University
Ph.D., Nova Southeastern University
Associate Professor,
Sociology
- SHERRY JENSEN
B.S., Centre College
M.A., Clemson University
Ph.D., Clemson University
Assistant Professor,
Economics
- AGNIESZKA JOHNSON
B.A., Flagler College
M.A., Middlebury College
Assistant Professor,
Spanish
Coordinator,
Language Laboratory



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 S.T.B., Theological Faculty of St. Bonaventure Department Chair,
 S.T.L., Gregorian University Humanities
 S.T.D., Gregorian University
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 B.S., Bangalore University Math and Technology
 Master of Computer Applications, Bangalore University
 M.S., University of Florida
 M.A., University of Florida
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 B.A., Georgia State University Political Science
 M.A., Spring Hill College
 Ph.D., Auburn University
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 B.A., Ohio University Philosophy
 M.A., University of Cincinnati
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 B.A., University of Central Florida Economics,
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 B.S., Ball State University History
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 B.A., Claremont McKenna College English
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 B.S., University of Alabama Accounting
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 B.A., Cleveland State University Psychology
 B.S., The Ohio State University
 M.A., University of Nevada
 Ph.D., University of Nevada
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 B.S., Denison University Natural Sciences
 Ph.D., University of Arizona

FELIX R. LIVINGSTON	Professor, Economics Director, Honorable Entrepreneurship
B.A., Pittsburg State University M.A., Kansas State University Ph.D., Kansas State University	
WILLIAM LOCASCIO	Assistant Professor, Anthropology
B.A., Loyola University of Chicago M.A., Southern Illinois University Ph.D., University of Pittsburgh	
DIANA LODI	Assistant Professor, Graphic Design
B.A., Flagler College M.A., Savannah College of Art and Design	
JOHN LYNCH	Instructor, Communication
B.S., Green Mountain College M.A., Bloomsburg University	
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B.A., Florida State University M.A., Florida State University	
JAMES S. MAKOWSKI	Assistant Professor, Accounting
B.S., Wilkes College M.B.A., University of Notre Dame Certified Public Accountant	
HUGH MARLOWE	Associate Professor, Philosophy Coordinator, Keystone Seminar
B.A., Franklin & Marshall College M.A., New York University Ph.D., University of California, Riverside	
DONALD C. MARTIN	Professor, Art
B.F.A., Florida State University M.F.A., University of Massachusetts	
CHERYL McCARTHY	Associate Professor, Education
B.A., Purdue University M.S., Purdue University Ph.D., State University of New York, Buffalo	
ANDREA B. McCOOK	Associate Professor, Theatre Arts
B.A., University of Santa Clara M.F.A., New York University, Tisch School of the Arts	
CATHERINE McFARLAND	Instructor, Art History
B.A., Smith College M.A., Emory University	
DOUGLAS McFARLAND	Professor, English, Humanities Department Chair, English
B.A., Pomona College M.A., San Francisco State University Ph.D., University of California, Berkley	

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B.A., Saint Francis University
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Assistant Professor,
Natural Sciences
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M.F.A., University of Colorado
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Art
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B.S., Nova Southeastern University
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Levin College of Law
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Assistant Director,
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B.F.A., University of East Carolina
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Ph.D., University of Kansas
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Psychology
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B.A., Flagler College
M.B.A., University of Notre Dame
Assistant Professor,
Business Administration
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B.S., Flagler College
M.F.A., University of Massachusetts
Associate Professor,
Art
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B.A., University of Pittsburgh
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh
Associate Professor,
Communication
Coordinator, Public Relations
and Strategic Communication
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M.S.B., Thomas College
J.D., Northeastern University
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Pre-Law Program
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M.B.A., University of Utah
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Business Administration
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B.A., University of Florida
Associate Professor Emeritus,
Theatre Arts

- WAYNE M. RIGGS Associate Professor,
 B.A., Grove City College Coordinator,
 M.A., Marquette University History
 Ph.D., Marquette University
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 B.S., College of William and Mary Math and Technology
 M.A.T., Jacksonville University
- ELIZABETH ROBBINS Associate Professor,
 B.A., College of Charleston English
 M.A., University of North Florida
 Ph.D., Georgia State University
- ALLISON A. ROBERTS Associate Professor,
 B.A., Lake Forest College Economics
 M.A., Northern Illinois University Department Chair,
 Ph.D., Northern Illinois University Business Administration
- LESLIE ROBISON Associate Professor,
 B.F.A., Washington State University Art
 M.F.A., University of Florida Department Chair,
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 B.A., University of Massachusetts Religion
 M.A., University of New Hampshire
 Ph.D., University of Pittsburgh
- H. MIKAEL SANDBERG Assistant Professor,
 B.A., University of Central Florida Economics
 M.A., University of Central Florida
 Ph.D., University of Florida
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 B.S., University of Pennsylvania Communication
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 B.A., Knox College English
 M.A., University of Illinois
 Ph.D., Northwestern University
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 B.A., Iowa State University Communication
 M.S., Iowa State University Co-Coordinator, Journalism
 Ph.D., University of Minnesota and Documentary Production
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 B.A., University of Florida Public Administration
 M.S., University of Central Florida
 M.A., University of Florida
 J.D., Florida State University
 Ph.D., University of Central Florida

- ANGELENIA SEMEGON Associate Professor,
B.A., University of North Florida
M.A., University of North Florida
Ph.D., University of Florida
Psychology
- TERRI J. SERON Associate Professor,
B.S., University of Connecticut
Ph.D., University of Florida
Department Chair,
Natural Sciences
- CHERYL SERRANO Professor,
B.S., University of Wisconsin, La Crosse
M.A., University of Northern Colorado
Ph.D., Florida State University
Education
Coordinator,
ESOL
- WARD J. SHAFFER Instructor,
B.S., Pennsylvania State University
M.S., Youngstown State University
Math and Technology
- BARIAA SHATILA Assistant Professor,
B.S., University of Florida
M.A.T., Jacksonville University
Ed.S., Florida State University
Math and Technology,
Department Chair,
Math and Technology
- MICHAEL SHERMAN Associate Professor Emeritus,
B.A., University of Toronto
M.A., Duke University
Social Sciences
- MARTHA SHINN Coordinator,
B.A., Flagler College
M.A., Fuller Theological Seminary
Youth Ministry and Young Life
- CHRISTOPHER SMITH Assistant Professor,
B.F.A., University of North Florida
M.A., Syracuse University
Graphic Design
- GREGORY SMITH Instructor,
B.S., University of Florida
M.A.T., University of Florida
M.B.A., University of Florida
Math and Technology
- MELISSA SOUTHWELL Assistant Professor,
B.A., University of Virginia
Ph.D., University of North Carolina, Chapel Hill
Natural Sciences
- EMILY SPLANE Associate Professor,
B.S., Stetson University
M.S., University of Florida
Ph.D., University of Florida
Psychology
Department Chair,
Social Sciences
- DANIELLE STANLEY Coordinator,
B.S., College of Charleston
M.S., Georgia State University
Sport Management Internships

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BERNADETTE M. TWARDY B.S., University of Montevallo M.Ed., University of Montevallo Ph.D., Florida State University	Professor, Department Chair, Sport Management
TRACY W. UPCHURCH B.A., Davidson College M.A., University of North Florida J.D., University of Florida	Associate Professor, Law and History Director, Pre-Law Program
ARTHUR S. VANDEN HOUTEN B.A., Muhlenberg College M.A., University of South Carolina Ph.D., University of South Carolina	Associate Professor, Political Science Director, First Year Experience
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JOSEPH VLAH B.A., Mount St. Mary College M.A., New York University	Assistant Professor, Psychology
STEVE G. VOGUIT B.S., Millersville University of Pennsylvania M.Ed., Millersville University of Pennsylvania	Assistant Professor, History
KRISTINE WARRENBURG B.A., DePaw University M.A., Butler University Ph.D., University of Denver	Assistant Professor, Communication
CASEY WELCH B.A., University of Florida M.A., University of Illinois, Urbana-Champaign Ph.D., University of Illinois, Urbana-Champaign	Associate Professor, Sociology

- STEPHEN P. WILLARD Associate Professor,
 B.A., Dartmouth College Psychology
 M.A., Columbia University
 Ph.D., University of Southern California
- CARL B. WILLIAMS Professor,
 B.A., Flagler College Education
 M.Ed., University of North Florida
 Ed.D., University of North Florida
- JAMES WILSON Associate Professor,
 B.A., Dakota Wesleyan University English
 M.A., University of South Dakota
 Ph.D., University of Southwestern Louisiana
- TAMARA L. WILSON Associate Professor,
 B.A., Indiana University English
 M.A., San Jose State University
 Ph.D., University of Southwestern Louisiana
- CRAIG WOELFEL Assistant Professor,
 B.A., University of California, San Diego English
 M.A., University of California, San Diego
 Ph.D., University of Notre Dame
- MATTHEW D. WYSOCKI Assistant Professor,
 B.A., Pennsylvania State University Communication
 M.A., Western Kentucky University Coordinator,
 Ph.D., Northwestern University Media Studies
- JOHN D. YOUNG Assistant Professor,
 B.A., Brigham Young University History,
 M.St., University of Oxford Coordinator,
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 B.A., Flagler College

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 B.A., Flagler College

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B.A., Flagler College

Manager of Retail Operations

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B.A., Flagler College

Assistant Manager of Retail Operations

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Vice President of Student Services

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MATTHEW T. ANGELO A.S., ITT Technical Institute	Senior Helpdesk Technician, Technology Services
RYAN WITHROW B.A., Flagler College	Network Engineer
KRISTINE HORN B.A., Flagler College	Macintosh Engineer
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ROBIN L. HART B.B.A., University of North Florida	Data Analyst
WILLIAM M. JACKSON	Director, Web and New Media Services
JAMIL BRANCH M.A, M.S., West Virginia University	Interactive Marketing and New Media Specialist
B. MICHAEL HORN	Web Development Manager

St. Augustine Foundation

JOY MACMILLAN	Director
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FLAGLER COLLEGE



FLAGLER COLLEGE CLASSROOM LOCATIONS

- 4 • KENAN • Kenan Hall Main Classroom Building • 9 Valencia Street
- 6 • WILEY • Wiley Hall • 6 Valencia Street
- 15 • LIB • Proctor Library • 44 Sevilla Street
- 22 • RIB74 • 74 Ribertia Street
- 5 • ART • Molly Wiley Art Building • 9 Valencia Street
- 18 • STCTR • Ringhaven Student Center • 50 Sevilla Street
- 29 • AUD • Lewis Auditorium • 14 Granada Street
- 2 • PONCE • Ponce de Leon Hall • 74 King Street
- 28 • GYM • Gymnasium • 12 Granada Street
- 12 • CAR9 • Thompson Hall • 9 Carrera Street



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COMMUNICATIONS

Information may be obtained by writing:

Flagler College
74 King Street
St. Augustine, FL 32084
Telephone 904-829-6481
<http://www.flagler.edu>

Academic Affairs	819-6392	academics@flagler.edu
Admissions	819-6220	admissions@flagler.edu
Student Success/Advising	819-6445	advising@flagler.edu
Alumni Relations	819-6474	alumni@flagler.edu
Athletics	819-6252	athldept@flagler.edu
Career Services	819-6286	careerservices@flagler.edu
College Relations	819-6282	collegerelations@flagler.edu
Counseling Center	819-6305	counseling@flagler.edu
Disability Services	819-6460	ossd@flagler.edu
Financial Aid	819-6225	financialaid@flagler.edu
Learning Center	826-8548	learning@flagler.edu
Library	819-6206	library@flagler.edu
Registrar	819-6204	registrar@flagler.edu
Security	819-6200	security@flagler.edu
Student Accounts	819-6230	studentaccounts@flagler.edu
Student Services	819-6238	studentservices@flagler.edu
Study Abroad	819-6379	studyabroad@flagler.edu
Tech Services	819-6293	support@flagler.edu

