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Sustaining A Legacy of Faith, Scholarship and Service



*Bethune-Cookman University
Graduate Catalog
2011-2012*

*640 Dr. Mary McLeod Bethune Blvd.
Daytona Beach, Florida 32114-3099
386-481-2342*

www.cookman.edu

2011 – 2012 GRADUATE CATALOG

Bethune-Cookman University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts, Bachelor of Science and Master of Science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Bethune-Cookman University.

Also accredited by

National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road NE, Suite 500,
Atlanta, GA 30326

Accreditation Commission for Programs in Hospitality Administration

National Collegiate Athletic Association

Florida State Board of Nursing (approved)

Florida State Department of Education for Special Programs

National Council for Accreditation of Teacher Education

Affiliated with

American Association of Colleges of Nursing

American Association of Collegiate Registrars and Admissions Officers

American Association of Colleges for Professor Education

American Assembly of Collegiate Schools of Business

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College Entrance Examination Board

Council for Advancement and Support of Education

Council for Christian Colleges & Universities

Council on Hotel, Restaurant and Institutional Education

Council of Independent Colleges

Florida Association of Colleges and Universities

Florida Association for Private College and University Admissions

Florida Association of Institutional Research

Florida Chamber of Commerce

Florida Council on Aging

Florida Department of Education, School of Colleges & Universities

Florida Library Network (FLIN)

Florida Public Relations Association

Independent Colleges and Universities of Florida
Independent Colleges and Universities of Florida Nursing Deans and Directors Group
National Association of College Admissions Counselors
National Association of College Auxiliary Services
National Association of College Deans, Registrars and Admissions Officers
National Association of Colleges and Universities
National Association of College and University Business Officers
National Association of Student Financial Aid Administrators
National Association for Equal Opportunity in Higher Education
National Association of Independent Colleges and Universities
National Association of Purchasing Management
National Association of United Methodist Colleges
National Collegiate Athletics Association (NCAA), Football 1-AA, All Other Sports 1A
NCAA - Mid-Atlantic Athletic Conference (MEAC)
National Minority Supplier Development Council of Florida
Public Relations Society of America
Southern Association of College Admissions Counselors
Southern Association of Institutional Research
Southern Building Code Congress International
Southeastern Library Network (SOLINET)
Southern Regional Education Board/Council on Collegiate Education
United Negro College Fund (UNCF)
University Continuing Education Association
University Senate of the United Methodist Church
Volusia County Public Schools
Volusia Manufacturers' Association

CONTACTING THE UNIVERSITY

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DISCLAIMER

The Graduate Catalog of Bethune-Cookman University is, in effect, an agreement between the students and the University. It contains information concerning academic requirements as well as specific regulations of the University. Each student should familiarize himself with its provisions in order to prevent unnecessary uncertainty, difficulties, and delays that will impede progress toward graduation. While this catalog accurately reflect the programs, policies and requirements of the institution at the time of printing, the University reserves the right to change or amend its contents in any way deemed necessary.

THE CAMPUS

Bethune-Cookman University is located in Daytona Beach (Volusia County), Florida, an Atlantic coast city with a metropolitan area population of over 500,000. The Atlantic Ocean is less than 2 miles from the campus.

The campus includes administrative and academic buildings, technology centers, student residence halls, student center, infirmary, athletic facilities and a performing arts auditorium. The address to the university is 640 Mary McLeod Bethune Boulevard, the site of the main administration building. The university is bounded by George W. Engram, Sr., Boulevard, Lincoln Street, International Speedway Boulevard, and Dr. Martin Luther King, Jr. Boulevard. There is easy access to business centers, churches, theaters, museums, recreational facilities, bus and air terminals. Located within 100 miles of the city are areas of interest including St. Augustine, Florida; Orlando, Florida; and the John F. Kennedy Space Center.

B-CU Campus Map



- | | |
|---|---|
| 1. White Hall / Heyn Memorial Chapel | 24. DeWitt C. LeFevre Residence Hall |
| 2. Faith Hall | 25. Harrison Rhodes Hall |
| 3. General Studies Bldg. | School of Social Sciences |
| 4. Dr. Mary McLeod Bethune Gravesite | 26. Richard V. Moore, Sr. Gymnasium |
| 5. Bethune Foundation & Dr. Bethune's Home | 27. John O. Gross Science Hall |
| 6. Cynthia A. Ranslow Hall | /School of Science & Mathematics |
| 7. Carl S. Swisher Memorial Library | 27a. Rabie J. Gainous Science Annex/Observatory |
| 8. Texas A. Adams MD - Infirmary | 27b. Alice G. Mickens Science Lecture Hall |
| 9. Helen Kottle Memorial Bldg. | 28. Dr. Ernest C. Cook Admissions Bldg. |
| 10. Charles C. Parlin Student Center / Cafeteria | 29. Judson/McPhillips Office of College Advancement |
| 11. Ferris Meigs Residence Hall | 30. Dr. Oswald P. Bronson, Sr., Residence Complex |
| 12. Ja-Flo Davis Residence Hall | 31. Larry Little/Tank Johnson Weight Room/Football |
| 13. Marjorie Joyner Residence Hall | Offices – Wildcats Training Facilities |
| 14. Flora B. Curtis Residence Hall | 32. Financial Aid Offices -618 W Int'l Speedway Blvd |
| 15. Rev. Albert B. Cookman Hall | 33. Mary McLeod Bethune Performing Arts Center |
| 16. Dr. Ann Taylor Green Faculty Development Center | 33a. Mary McLeod Bethune Statue/Gardens |
| 17. Dr. Richard V. Moore, Sr. Gravesite | 34. The Center for Civic Engagements Center |
| 18. Dr. M.M. Bethune Fine Arts Bldg. (Humanities) | a. President's Dining Room |
| 19. Wendell P. Holmes, Jr., Business/Hospitality Management Training Center | b. Campus Bookstore |
| 20. Vera Friend Maintenance Bldg | c. Wildcat Student Center |
| 21. Security Office/Parking Decals | 35. Graduate & Professional Studies Building |
| 22. Julia E. Robinson Music Bldg. & Annex | 36. Gale Lemerand Nursing Building |
| 22a. Larry R. Handfield Music Bldg | 37. CIT & Registrar's Office |
| 23. Accounting Modular / Student Accounts | 38. Reverend Dr. Eugene Zimmerman Scholarship House |
| | 39. Mrs. Alexis Pugh Scholarship House |
| | 40. LLC Resident Complex/Lee Rhyant Residential Life Ctr. |

**BETHUNE-COOKMAN UNIVERSITY
MASTER (Academic & Event) CALENDAR
2011 – 2012**

FALL SEMESTER 2011

AUGUST

1	Deadline: Graduate School Admission Application
10	<i>Residential Halls Open for First-Time Freshmen & New Students at 8AM</i>
10-13	<i>New Students Check-In</i>
10-13	<i>New F-1 Student SEVIS Registration</i>
14	<i>President's Welcome to New Students and Parents</i>
15	<i>Faculty Report for Duty--Faculty and Staff Institute</i>
15-19	<i>Revival – New Students (6PM, Chapel)</i>
16	<i>Council on Global Education (CGE)</i>
15-19	<i>Orientation/Registration – New Students</i>
18	Residential Halls Open for Returning Students at 8AM
18-19	Registration for Returning Students
20	Weekend Classes Begin
20	8-Week Session I Begins
21-27	Welcome Week (Student Activities)
22	Returning F-1 SEVIS Registration
22	All Classes Begin/Late Registration
25-27	Graduate School Residency Weekend/Late Registration
29	Last Day for Registration/Last Day to Add Classes
29	Last Day for 100% Tuition Refund (Room/Board Assessed)
29	Faculty Association Meeting

SEPTEMBER 2011

1	<i>Council on Global Education (CGE)</i>
2	School of Business, Advisory Board. Mtg., 10:20AM, Brd. RM
4	MEAC/SWAC Challenge, Florida Citrus Bowl (FB) Orlando
5	Labor Day Holiday
7	IE Committee Meeting
8	Board of Trustees Executive Committee Meeting
8	General Education Council Meeting
11	9/11 Observance
12-15	Spiritual Emphasis Week
13	Hour of Power, Chapel at 7 p.m.
14	President's Convocation
14	Project Pericles University-Wide Voter Registration
16	Faculty Development Workshop
19	Last Day to Drop Classes (8-week 1)

- 19-24 School of Business Week “*Soaring in Business*”
- 20 Graduate Council Meeting, 10AM
- 21 Census Day
- 21 Faculty Development Workshop
- 21 APCC Meeting
- 21 School of Business Dean’s Fall Inception, 6:00PM, CEC
- 22 Business Leadership Practicum Reception, 6PM, Holmes Bldg.
- 23-25 Parent/Family Weekend
- 26 Faculty Association Meeting
- 26 Last Day to Withdraw from University (8-Week 1)
- 26-30 School of Business: End of Program Assessment (Senior Exit Exams)
- 28 BEEP/Leadership Men and Women Conference, 10:20AM, Holmes Bldg.
- 30 Deadline: Upcoming Year Student Teacher Internship Application for Spring 2012
- 30 School of Business Faculty Meeting, 3PM, Boardroom, Holmes Bldg.

OCTOBER 2011

- 1 B-CU vs University of Miami, (FB), Miami, FL
- 3 Founder’s Day Observance – A Civic Engagement & Social Responsibility Program
- 3 Student Deadline: Last Day for Students to Remove “I’s” Earned Spring/Summer 2010-2011 Semesters
- 4 *Council on Global Education (CGE)*
- 5 IE Committee Meeting
- 6-8 “The Amen Corner” 7:30PM, PAC
- 7 Faculty Development Workshop
- 7 School of Business Student Advisory Brd. Mtg., 10:20AM, Brd. Rm.
- 7-8 Graduate School Mid-Term Residency Weekend
- 8 Mid-Term Examinations – Weekend Classes
- 8 8-Week Final Examinations (8 Week I)
- 10 Faculty Deadline: Submit Removal of “I’s” to Registrar’s Office
- 10 RA Selection Process Begins
- 10-13 Mid-Term Examinations-Miller Center
- 11 Hour of Power, 7PM, Chapel
- 12-13 Mid-Term Examinations – Main Campus
- 13 General Education Council Meeting
- 14 & 17 Faculty In-Service Days - Grading and Student Advising (No classes)
- 15 Classes Begin (8-Week II)
- 15 B-CU vs Ft. Valley St. (FB), DAB (Inaugural Bikers Football Classic)
- 16-21 School of Business: BEEP Corporate Alliance Program Seminar (CAPS)
- 18 Final Grades due in Computer (8-Week I)
- 18 Graduate Council Meeting, 10AM
- 19 Faculty Development Workshop
- 19 APCC Meeting
- 19-21 Board of Trustees Meeting
- 21 Deadline: Applications for Spring 2012 Graduation – All Schools
- 21 Deadline: School of Nursing Application for Spring 2012
- 21 School of Business: Corporate Luncheon
- 24 United Nations Day
- 25 Graduate Forum (Career Counseling Services)
- 25 5th Annual SCTVA Department Conference
- 26 Early Registration for Spring Semester Begins

26	Graduate Fair (Career Counseling Services)
26	BEEP/Leadership; Men and Women Conference, 10:20AM, Holmes Bldg.
28	Last Day to Drop Classes
28	School of Business Faculty Meeting, 3PM, Boardroom
29	Mary McLeod Bethune Women's Retreat
30 - Nov. 5	Homecoming Week
31	Faculty Association Meeting

NOVEMBER 2011

2	IE Committee Meeting
3	<i>Council on Global Education (CGE)</i>
3-6	Florida State Music Teachers Conference
4	Faculty Development Workshop
4	School of Business Student Advisory Brd. Mtg., 10:20AM, Holmes Bldg.
5	B-CU vs Morgan State, (FB), DAB, HOMECOMING
8	Hour of Power 7 P.M. Chapel
10	Orchesis Dance Ensemble Fall Showcase, 7:30PM, PAC
10	General Education Council Meeting
10	School of Business Leadership Banquet, 6PM, TBA
11	Last Day to Clear Financial Obligations for Spring Semester 2012
11	Last Day to Withdraw from University
11	BET Black College Tour, 12 Noon-4:00PM, Quad
11	17 th Annual Mass Communications Conference, 9:00 AM
14	Annual Thanksgiving Service, 10:20AM, PAC
14-15	"Frat House" Theatre Production
15	Deadline: Graduate School Admission for Spring 2012
15	<i>Last Day to Drop Classes (8-Week-II)</i>
15	Graduate Council Meeting, 10AM
16	Faculty Development Workshop
16	APCC Meeting
18	School of Business Faculty Meeting, 3PM, Boardroom
19	Last Day to Withdraw from University (8-Week II)
19	Blue Cross & Blue Shield of Florida Classic (FB) (B-CU vs FAMU), Orlando, FL
21	RA Selection Process Ends
23	Thanksgiving Holiday Begins After Last Class (For Faculty)
23	Thanksgiving Holiday Begins for Staff at 12Noon
28	Classes Resume
28	Faculty Association Meeting
28 – Dec. 9	Graduate Theses Oral Defense
30	Deadline for Undergraduate Admission for Spring 2012

DECEMBER 2011

2	School of Business Student Advisory Brd. Meeting, 10:20AM, Boardroom
4	Annual Concert Chorale Christmas Concert – A Civic Engagement & Social Responsibility Event
5-8	Final Examinations - Main Campus
5-9	Final Examinations - Miller Center
7	Hour of Power, 7 PM, Chapel

- 7 IE Committee Meeting
- 9 Residential Halls Close for Christmas Holiday at 6:00PM
- 9 School of Business Faculty Mtg., 3PM, Holmes Bldg.
- 10 Final Examinations – Weekend Classes (also 8-Week II)
- 12 Final Grades Due in Computer & Registrar’s Office
- 15 - Jan. 3 Christmas Holidays According to Work Responsibilities

SPRING SEMESTER 2012

JANUARY 2012

- 1 New Year’s Day
- 4 Faculty/Staff Report to Work -- Faculty & Staff Institute
- 4 *School of Business Faculty Meeting, 3PM, Holmes Bldg.*
- 5 *Council on Global Education (CGE)*
- 6 Faculty Development Workshop
- 10 Faculty Development Workshop
- 11 New Student Check-In
- 11 Residential Halls Open for New Students (8:00 AM)
- 11 New F-1 Students SEVIS Registration
- 11-13 Orientation/Registration for New Students
- 12 Residential Halls Opens for Returning Students (8:00AM)
- 13 Registration for Returning Students
- 14 Project Pericles/MLK Service Project Celebration
- 14 Weekend Classes Begin
- 14 8-Week I Session Begins
- 16 Martin Luther King, Jr. (Federal Holiday)
- 17 Returning F-1 Students SEVIS Registration
- 17 All Classes Begin/Late Registration
- 17 Hour of Power, 7 PM Chapel
- 17 Graduate Council Meeting, 10AM
- 18 Faculty Development Workshop
- 18 APCC Meeting
- 19-21 Graduate School Residency Weekend/Late Registration
- 23 RA Selection Process Begins
- 24 Last Day for Registration/Last Day to Add Classes
- 24 Last Day for 100% Tuition Refund (Room & Board Assessed)
- 25 President’s Convocation – *LEGACY FORUM* (Civic Engagement & Social Responsibility Event)
- 26 General Education Council Meeting
- 27 School of Business Student Advisory Brd. Mtg., 10:20AM, Boardroom
- 30 Faculty Association Meeting
- 30 Last Day to Drop Classes (8-Week I)
- 30 - Feb. 3 Spiritual Emphasis Week
- 30 School of Business “*Soaring in Business*”
- 31 Deadline: Application for Summer 2012 and Fall 2012 Graduation (No Ceremony)

FEBRUARY 2012

- 1 Deadline: Upcoming Year Student Teacher Application for Fall 2012

- 1 IE Committee Meeting
 1 Residential Hall Room Selection Information
1 School of Business BEEP/Leadership Men and Women's Conf., 10:20, HB
 2 *Council on Global Education (CGE)*
 3 School of Business Student Adv. Brd. Mtg., 10:20AM, Boardroom
 5-10 School of Business Week
 6 F-1 Students Degree Audits & OPT Applications Due
 6 Faculty Development Workshop
 7 Career Forum
 8 Career Fair
 9 Board of Trustees Executive Committee Meeting
- 9 Gospel Choir Concert, 7:30PM, Chapel
 11 Gospel Choir Reunion Concert, 8:00AM-9:00PM, Chapel
 14 Hour of Power, 7 PM Chapel
 15 APCC Meeting
 15-17 Model UN Conference
 15-17 Richard V. Moore Lecture Series
 17 RA Applications due for 2012-2013
 18 Last Day to Withdraw from University (8-Week 1)
 21 Graduate Council Meeting, 10AM
 22 Census Day
 23-24 Black Male Think Tank Summit
 23 General Education Meeting
 24 Student Deadline: Last Day for Students to Remove "I" Earned Fall 2011
24 School of Business Faculty Mtg., 3PM, HB
27 Faculty Association Meeting
 27-Mar. 2 Mid-Term Examinations – Miller Center
 29 Faculty Development Workshop

MARCH 2012

- 1 Returning RA Application Due
1 Council on Global Education (CGE)
 1-2 Mid-Term Examinations – Main Campus
 2 Faculty Deadline: Faculty Submit Removal of "I" Grade Forms to Registrar's Office
 2 School of Business Student Adv. Brd. Mtg., 10:20AM, HB
 2-3 Graduate School Mid-Term Residency Weekend
 3 Mid-Term Examinations – Weekend Classes
 3 Final Exams (8-Week I)
 5 Faculty Development Workshop
 7 IE Committee Meeting
 9-18 BIKE WEEK
 9 Residential Halls Close for Spring Break at 6:00PM
 9 Final grades due in Computer (8 Week I)
 10 8-Week Session II Begins
 12-16 SPRING VACATION
 14-16 Board of Trustees Meeting
 18 Residential Halls Open at 8:00AM
 19 Classes Resume
 19 Early Fall/Summer Registration Begins

19-23	School of Business End of Program Review
19-23	Housing Room Deposit Week
20	Hour of Power 7:00PM, Chapel
20	Graduate Council Meeting, 10Am
21	Faculty Development Workshop
21	APCC Meeting
21	School of Business Leadership Practicum Reception, 6PM, HB
22-24	Annual Choral Festival
23	Last Day to Drop Classes
23	RA Hiring Decisions Made
23	Third Annual Mary McLeod Bethune Women's Conference
24	Last Day to Drop Classes (8-Week II)
26	Faculty Association Meeting
26-30	School of Business End of Program Assessment (Senior Exit Exams)
28-29	22 nd Annual Humanities Advisory Council Seminar
28-30	Black Executive Exchange Program – Corporate Alliance Program Seminar (CAPS)
29	Residential Hall Room Selection Process for Fall 2012
29-30	Annual Alumni Day of Service – A Civic Engagement & Social Responsibility Event
29-30	Orchesis Dance Ensemble Spring Concert, 7:30PM, PAC
30	School of Business Faculty Mtg., 3PM, HB

APRIL 2012

1	Annual Spring Concert – A Civic Engagement & Social Responsibility Event
4	Faculty Development Workshop
4	IE Committee Meeting
5	<i>Council on Global Education (CGE)</i>
6	Good Friday Observance
8	Easter
9	School of Business Dean’s Spring Recognition Awards Program, 6PM, CEC
9-20	Graduate School Theses Defense
10	Hour of Power 7 PM Chapel
11	Student Honors and Awards Assembly
13	Last Day to Clear Financial Obligations for Summer Session A
13	Deadline: Graduate School Admission Application for Summer
16	Residential Life Summer Break Information
17	Graduate Council Meeting, 10AM
18	APCC Meeting
19	General Education Council Meeting
20	Last Day to Withdraw from University
23-25	Examinations for Graduating Seniors
26	Faculty Association Meeting
27	Faculty Honors and Awards Banquet
27	School of Business Faculty Mtg., 3PM, HB
27	Final Grades Including Outstanding Grade Changes and Transfer Grades (Official Transcripts) for Graduates due in Computer & Registrar’s Office by 12:00 Noon

MAY 2012

2	IE Committee Meeting
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3	Deadline: Application to School of Nursing for Fall 2012
4	Deadline: Academic Merit Award Applications in Office of Academic Affairs
5	Final Examinations for 8-Week II
5	Final Examinations Weekend Classes
7--9	Final Examinations - Main Campus
7-10	Final Examinations – Miller Center
9	Nurses’ Pinning Ceremony
9	Senior Consecration
10	ROTC Commissioning Ceremony
10	President's Celebration Honoring 2011-2012 Graduates
10	Residential Halls Close for Non-Graduates @6:00 PM
10-12	MEAC Softball Championship – Ormond Beach Sports Complex
11	COMMENCEMENT
11	Residential Halls Close at 6 PM for Graduates
14	Final Grades Due in Computer & Registrar’s Office – Undergraduates

SUMMER 2012

MAY 2012

14	Summer A Classes Begin - Miller Center
15	Residential Halls Open @8:00AM for Summer Session A
15	Registration Summer Session A
15	Graduate Council Meeting, 10AM
16	Classes Begin/Late Registration for Summer Session A
17	School of Business Post Planning Meeting
17-19	Graduate Residency Weekend Returning Students-Late Registration
18	Last Day for Registration/Last Day to Add Classes
18	Last Day for 100% Tuition Refund (Room & Board Assessed)
18	Last Day to Withdraw from University – Summer A
19	Weekend Classes Begin
19	Observance of Founder's Homegoing
28	Memorial Day Holiday
30	Mid-Term Examinations Summer Session A

JUNE 2012

1	Last Day to Clear Financial Obligations for Summer Session B
1	Last Day to Drop Classes (Summer A)
11-13	Final Examinations - Miller Center
13	Final Examinations – Main Campus
13	Last Day for Summer Session A
14	Residential Halls Close, 6:00 PM
16	Final Examinations – Weekend Classes
18	Final Grades Due in Computer & Registrar’s Office for Session A
19	Registration for Summer Session B – Online Begins
19	Graduate Council Meeting, 10AM
20	Classes Begin for Summer Session B
20-30	Summer B Graduate School Residency – New Students
23	Last Day for Registration/ Last Day to Add Classes Summer B
23	Last Day for 100% Tuition Refund (Room & Board Assessed)
29	Last Day to Drop Classes (Summer B)

29	Last Day to Withdraw from University (Summer B)
29-30	Graduate School Mid-Term Residency Weekend – Returning Students
30	Last Day to Clear Financial Obligations for Fall Semester 2012
30	Deadline: Undergraduate Admission Applications for Fall 2012
30	Deadline to Submit Room Reservation Fee for 2012-2013

JULY 2012

2-13	Graduate School Theses Defense
4	Independence Day
9	Founder's Birthday Observance
15	Deadline to Submit Room Designation for Fall 2012- Returning Students
18	Last Day for Summer Session B
18	Final Examinations for Summer Session B
18	Final Examinations for Graduate Courses
20	Grades due in Computer & Registrar's Office for Session B
27	Deadline: Graduate School Admission Application for Fall 2012

*Note: Calendar dates are subject to change.

Source: Office of Institutional Research and Planning; Revised: July 22, 2011 (gb/ww)

THE BETHUNE-COOKMAN UNIVERSITY GRADUATE CATALOG

The Bethune-Cookman University Graduate Catalog provides current information concerning academic programs, policies, procedures, and requirements pertinent to satisfying requirements for a degree and being graduated from the University. Schedules of classes, derived partly from information in the graduate catalog and any changes thereto, announce courses offered each semester. Announcements of final examinations and graduation activities derive from this document. The University reserves the right to change this publication, including program requirements and/or University-wide graduation requirements. Information regarding changes in the Graduate catalog will be readily available in the offices of the Vice President for Academic Affairs, Academic School Dean, Department Head, and Office Administrators. Such changes will supersede those here and, while every effort will be made to communicate such changes as widely as possible, no direct notice to individual students should be expected. The University uses its Internet-based Webmail program as the primary vehicle for communicating with enrolled students. Therefore, each student will want to activate his or her web address and login daily.

To graduate from the University, the student is responsible for completing graduate program requirements. In addition, each student must write and defend a thesis. Faculty members are responsible for providing instruction and advisement to assist students in successfully completing all requirements leading to graduation.

THE PRESIDENT'S STATEMENT OF PHILOSOPHY



Dr. Trudie Kibbe Reed

Education is power, hope, and faith in a better tomorrow. Regardless of economic and social background, every person deserves an opportunity to pursue a higher education. Furthermore, it is my opinion that in the absence of spiritual growth, intellectual stimulation is meaningless. Providing an effective learning environment that will enhance spirituality and citizenship, while strengthening linkages to the African-American community, remains a crucial goal of all historic African-American colleges. A distinctive educational program is characterized by opportunities for students to compete internationally as they learn the values of globalization, negotiation, and cultural synergistic problem solving.

Learning should be *fun, empowering, and life changing*. To learn is to unearth new meaning, to make a difference, to find one's voice, to develop new ideas, to engage in self discovery, and to re-examine prior beliefs. Institutions of higher learning that are truly student centered will offer choices and challenges as well as the ability to listen and opportunities to be heard. Unique experiences and opportunities within such a learning community will enable students to realize their dreams. Colleges that are **esteem**

builders facilitate greater consensus and team building among the entire learning community. Team building is essential for the development of a shared mission that can be owned and articulated with excitement!

Through academic excellence, innovative programming, and effective marketing, national and global visibility can be attained, leading to increased enrollment and outstanding scholarship. While education builds citizenship, students prepare for this important role through cultural and community service. Therefore, learning cannot be separated from the community or society at large. A liberal arts education will continue to foster a deeper exploration of human knowledge on diverse subjects that will facilitate inquiry while building a solid foundation in lifelong learning.

Traditional African American United Methodist Colleges are entrusted with building a future for the youth of our nation. In essence, they offer a map and compass for offering guidance to the African-American community and impacting the nation at-large. Historic African American colleges transmit history and preserve legacies of truth and knowledge. They pave the way for generations to journey through history, armed with faith, the capacity for hard work, and a sincere desire to learn. For many, African-American colleges continue to provide the greatest gift: a supportive community for the pursuit of learning. Education becomes power, a liberating force that offers justice, equity, and hope for the African-American community for generations to come.

GENERAL INFORMATION



The statue of Dr. Mary McLeod Bethune is located in the Centennial Gardens on the campus of Bethune-Cookman University

HISTORY OF THE UNIVERSITY

The year was 1904, when a very determined young black woman, Mary McLeod Bethune, opened the Daytona Educational and Industrial Training School for Negro Girls in Daytona Beach, Florida. It has undergone many stages of growth and development through the years. In 1923, it became a co-ed high school as a result of a merger with Cookman Institute of Jacksonville, Florida. A year later, the school became affiliated with the United Methodist Church. Evolving into a junior college by 1931, it was renamed Bethune-Cookman College.

In 1941, the Florida State Department of Education approved a four-year baccalaureate program offering liberal arts and professor education. Mrs. Bethune retired in 1942 at which time James E. Colston became president until 1946 when Mrs. Bethune resumed the presidency for a year.

Richard V. Moore, Sr., Ph.D., became president in 1947. Under his tenure the College was accredited by the Southern Association of Colleges and Schools in 1960 and joined the United Negro College Fund in addition to other academic and professional organizations. By 1974, the curriculum expanded to 12 degree-granting fields, student enrollment increased and new buildings were constructed for residential housing and classrooms.

Appointed to the presidency in 1975 by the Board of Trustees, an alumnus, Oswald P. Bronson, Sr., Ph.D., continued the development and expansion of the College. During his tenure, a steadily increasing student body resulted in the renovation and expansion of the physical plant including new residence halls, new classroom buildings, performing arts center and acquisition of land for future construction. Presently, there are 37 academic degree-granting fields. In addition, professional studies sites throughout the state provide opportunities for students not attending the main campus location. Traditionally, the College has maintained intercollegiate athletics programs, instrumental and choral groups, which have all achieved national recognition.

Since 1943 the College has graduated more than 13,200 students who have provided support to the College. Many alumni have distinguished themselves in fields of education, medicine, business, politics, technology, science, religion and athletics.

Dr. Bronson retired in August 2004 after 29 years of leadership, passing the torch of leadership to Dr. Trudie Kibbe Reed as the fifth president of Bethune-Cookman College. A School of Graduate and Professional Studies was established in 2006, and the Southern Association of Colleges and Schools granted Bethune-Cookman College a change in level approval to offer graduate degrees at the master's level. Graduate students in the Master of Science degree program in Transformative Leadership began their studies in August 2006.

The Master of Science in Transformative Leadership degree program at Bethune-Cookman University has evolved out of the visionary leadership of its current President, Dr. Trudie Kibbe Reed, author of *The Caring Community: A Journey Through the Spiritual Domain of Transformative Leadership*. As the second woman to serve in the presidency, Dr. Reed follows closely in the footsteps of our illustrious founder, Dr. Mary McLeod Bethune, working to not only sustain but to energize the founder's legacy of faith, scholarship, and service. Dedicated to service learning and civic engagement, President Reed has brought back a focus to the institution's creed which is "Enter to Learn and Depart to Serve," by establishing the University's first master's program and infiltrating its message throughout all of the

intuition's coursework and curriculum. Realizing society's urgent need for skilled transformative leaders and capitalizing on the institution's unique heritage and culture which dispositions Bethune-Cookman University as the ideal setting in which to cultivate these leaders, President Reed has envisioned and fashioned a state-of-the-art program in which revolutionary transformative leaders can, and do, emerge. By developing this innovative degree plan and coursework, President Reed was successful in launching the Master's program and elevating the former Bethune-Cookman College to university status on February 14, 2007, transforming the institution into the GREAT Bethune-Cookman University that thrives in today's Daytona Beach.





Dr. Mary McLeod Bethune (1875-1955)
Founder and President (1904-1942; 1946-1947)

LAST WILL AND TESTAMENT

Dr. Mary McLeod Bethune left a heritage in the college she founded. She also left her Last Will and Testament, an everlasting and priceless document of challenge, hope, and responsibility for African-Americans and other people, which states the following:

“...I leave you love. Love builds. It is positive and helpful. It is more beneficial than hate.

...I leave you hope. The Negroes' growth will be great in the years to come. Theirs will be a better world. This I believe with all my heart.

...I leave you the challenge of developing confidence in one another. As long as Negroes are hemmed into racial blocks by prejudice and pressure, it will be necessary for them to band together for economic betterment.

...I leave you a thirst for education. Knowledge is the prime need of the hour....If we continue in this trend, we will be able to rear increasing numbers of strong, purposeful men and women, equipped with vision, mental clarity, health and education.

...I leave you a respect for the uses of power. We live in a world, which respects power above all things. Power, intelligently directed, can lead to more freedom.

...I leave you faith. Faith is the first factor in a life devoted to service. Without faith, nothing is possible. With it, nothing is impossible.

...I leave you racial dignity. I want Negroes to maintain their human dignity at all costs. We, as Negroes, must recognize that we are the custodians as well as the heirs of a great civilization.

...I leave you a desire to live harmoniously with our fellow men. The problem of color is world-wide. It is found in Africa and Asia, Europe and South America. I appeal to American Negroes – North, South, East and West – to recognize their common problems and unite to solve them.

...I leave you finally a responsibility to our young people. The world around us really belongs to youth, for youth will take over its future management. Our children must never lose their zeal for building a better world.

...If I have a legacy to leave my people, it is my philosophy of living and serving. As I face tomorrow, I am content, for I think I have spent my life well. I pray now that my philosophy may be helpful to those who share my vision of a world of Peace, Progress, Brotherhood and Love. “

THE MARY MCLEOD BETHUNE HOME A National Historic Landmark

Built in 1905, the Mary McLeod Bethune home is where Dr. Bethune lived and conducted much of the official business of the college she founded in 1904. The grounds of Dr. Bethune's home are also the location of her final resting place. A memorial gravesite and garden are located in close proximity to her home. The home was designated a National Historic Landmark by the National Park Service of the U.S. Department of the Interior in 1975. On July 10, 1977, her 102nd birthday, a second marker was erected at the home by the Association for the Study of Afro-American Life and History, in cooperation with the Amoco Foundation. The site is also the 94th United Methodist Historic Site. The home currently serves as a museum and is visited by elementary, middle and high school students, as well as, Native Floridians and national and international tourists who visit the historical site in order to capture just a bit of the greatness of this remarkable woman and, of course, to receive inspiration from the legacy Dr. Bethune willed to the American public.



The Bethune Home

BETHUNE-COOKMAN UNIVERSITY MISSION

Founded by Dr. Mary McLeod Bethune in 1904, Bethune-Cookman University is a historically Black, United Methodist Church-related university offering baccalaureate and master's degrees. The mission is to serve in the Christian tradition the diverse educational, social, and cultural needs of its students and to develop in them the desire and capacity for continuous intellectual and professional growth, leadership and service to others. The University has deep roots in the history of America and continues to provide services to the broader community through a focus on service learning and civic engagement.

Bethune-Cookman University accomplishes its mission by providing quality instruction in an intellectually stimulating environment that nurtures the mind (intellect), the heart (transformative leadership) and the hand (service learning) according to our founder's motto and the institution's seal.

Approved by Board of Trustees, March 2008

CORE VALUES

Bethune-Cookman University employees draw motivation and direction from six strongly held principles. These principles guide the manner in which we treat each other and those we serve.

1. **Christian Mission.** We exist to serve the needs of our communities and incorporate Christian values at every level of service.
2. **High ethical standards.** We conduct our business and integrity, honesty and fairness. As responsible stewards, we use our financial resources wisely by choosing business practices which are cost-effective, productive and result in a fair return on investment.
3. **Quality and service excellence.** We strive to meet or exceed both the service standards of the education industry and the expectations of the students we serve. We measure our success through continuous surveying of student satisfaction.
4. **Compassion.** We are sensitive to the needs of the individuals and families we serve and meet their needs with kindness and empathy.
5. **Focus on Community.** We commit time, talent and financial support to involve and educate our neighbors in the principles of civic service and social responsibility. Examples are the Town Hall forums held year around and meetings with the stakeholder groups, i.e. church, community, businesses, political leaders, alumni, parents, etc.
6. **Cultural diversity.** We value the diversity of our students, employees, business colleagues and visitors and treat them with kindness and respect regardless of their background, race, religion, or culture.

UNIVERSITY STATEMENT ON ETHICS AND VALUES

Bethune-Cookman University seeks to develop graduates who are honorable, democratic citizens capable of making worthwhile contributions to society. The University expects its students to uphold the highest moral and ethical standards by practicing self-discipline. Students are held accountable for their behavior. The University believes that commitment, perseverance, and high regard for the value and quality of work should be demonstrated with pride as tasks are completed with accuracy and timeliness. Bethune-Cookman University further affirms that students should respect the environment—including the University's property, grounds, and buildings.

Competence

Bethune-Cookman University seeks to develop graduates who demonstrate academic excellence at a post baccalaureate level of research, critical thinking, and the application of theory to practice. Graduates are expected to show competence in their academic careers and vocations through mastery of both verbal and written communication skills, research, scholarly pursuit of knowledge, and major areas of study. Bethune-Cookman University believes that competent individuals will enter the future with confidence and self-esteem. Graduate students are expected to be self-directed learners who value from cohort learning experiences both within residential sessions and through their workplace settings.

Human Worth and Dignity

Based on the premise that all human beings are worthy of respect, honor, and dignity, Bethune-Cookman University propounds the concept of human worth that is deeply embodied in its founding and purpose. In communicating this fundamental belief, the University seeks to define those characteristics that reflect honesty, tolerance, and genuine sincerity in all phases of human relations. The University strives to instill within each student the value of human worth and to show justice, compassion, and equality toward all.

Spiritual Growth and Development

Bethune-Cookman University, founded in the Christian tradition, strives to instill spiritual growth by nurturing a continuous understanding and appreciation of the ecumenical tradition and heritage of our school. The study and acceptance of other religious cultures is shown with tolerance, understanding, acceptance, and love toward others. Students will be able to make wholesome decisions for themselves and contributions to their communities.

(Approved by Bethune-Cookman University Board of Trustees, October 16, 1992)

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES

Bethune-Cookman University is committed to the principles of equal employment opportunity in all phases of the employment relationship including advertising, hiring, compensation and other terms and conditions of employment without regard to race, color, religion, sex, national origin, age, disability, veteran's status, or marital status. The University is also committed to the principles of nondiscrimination in its educational programs and activities. No person shall, on the grounds of race, color, religion, national origin, marital status, age, disability or sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program or activity of the University. Any employee or student who has a complaint regarding the University's compliance with these standards should contact the University's Office of Human Resources Management.

SEXUAL HARASSMENT

STATEMENT OF POLICY

Bethune-Cookman University is committed to maintaining an educational and working environment free from sexual harassment. Sexual harassment by any employee or student is prohibited and will not be tolerated. Persons violating this policy will be subject to disciplinary action, which may include, but is not necessarily limited to, written warning, demotion, transfer, suspension, expulsion, dismissal, or termination.

No employee or student shall sexually harass another employee or student, nor shall any employee or student sexually harass any person with whom they have contact in connection with their employment or academic pursuits. No employee or student shall threaten another current or prospective employee or student by stating, suggesting or otherwise indicating that said individual's refusal to submit sexual advances will result in adverse job or academic action. No employee or student shall promise a current or prospective faculty, staff or student any benefit in return for submission to sexual advances or granting sexual favors. Any employment or academic decisions which carry out such threats or promises are likewise prohibited.

ADMISSIONS

MS in Transformative Leadership



Summer 2011 - Students, Staff and Faculty



2006 - First MSTL Cohort of Students, Staff, and Faculty

MS in Integrated Environmental Science



Fall 2011 Students, Staff and Faculty

ADMISSIONS

GENERAL INFORMATION

Requests for application forms and general information about degree programs in the School of Graduate and Professional Studies should be directed to the:

Director of Graduate Recruitment, Admissions and Public Relations

(Telephone: 386.481-2344; toll free: 866.274-0733)

Bethune-Cookman University
640 Dr. Mary McLeod Bethune Blvd.
Daytona Beach, FL 32114-3099

All admissions decisions are made by August 1st for the fall semester, November 15th for the spring semester and April 12th for the summer semester. Documents submitted in support of applications become part of the files of the Office of Graduate Admissions and will not be returned, duplicated, or forwarded to another institution for any purpose.

Application for admission is open to anyone with a bachelor's degree either from a regionally accredited institution or its equivalent from a foreign institution. Students are admitted as either Degree Status students or as Non-Degree Status students.

Students with a bachelor's degree and a cumulative GPA of 2.75 may be admitted as non-degree status students and earn up to 9 graduate credit hours that may be eligible for transfer into a B-CU graduate program. Before non-degree status students can be accepted fully into one of the master's degree programs, the student also must take the GRE and have 3 letters of reference.

B-CU graduating seniors who have submitted a Graduate Enrollment Form may enroll for up to 6 graduate credits in their last semester in an undergraduate program if they have a cumulative GPA of 3.0 and advisor approval. Courses available to undergraduate seniors are 500 level courses only.

Degree Status students may be admitted provisionally, with conditions to be met during their first semester of matriculation, i.e., GRE or MAT scores, and/or maintenance of a 3.0 or above average for the first semester. Failure to meet these requirements can result in dismissal from the program.

ADMISSION REQUIREMENTS FOR GRADUATE DEGREE STATUS

The following materials must be submitted before an applicant will be considered for admission as a degree status graduate student:

1. A \$50 one-time, non-refundable application fee (payable to Bethune-Cookman University).
2. A completed application form.
3. **All official** transcripts of **all** previous undergraduate coursework and any graduate transcripts. Normally an undergraduate average of 2.75 on a 4.0 scale in the last 60 semester hours is required for admission to the degree program.

4. Three recommendations from persons who can attest to the applicant's ability to perform at the graduate level.
5. Submission of GRE (Graduate Record Exam) or MAT (Miller Analogies Test) official scores. (Students who already possess a Master's or Doctoral degree may be exempt from the GRE.)
6. Entrance essay as outlined in the application packet.
7. International Students whose native language is not English must submit TOEFL scores. A score of 550 (paper based) or 213 (computer based) is expected for academic success without special language assistance. The international applicant must also submit a statement of financial resource and supporting financial documentation indicating sources of available adequate funds to attend Bethune-Cookman University. Students will receive the United States Department of Immigration Form (I-20) only after they have been accepted to the University and have submitted the personal financial resources form.
8. Students applying to the Master of Science in Transformative Leadership must return the Research Participation Form. Employment where the student can undertake an action research thesis project is preferred. If student is not employed, the student may undertake an internship with an organization where the action research thesis project can be completed. Internship graduate credit up to six (6) semester hours will be granted for the internship, but this credit will not count toward the 36 semester hours required for degree completion.

PROVISIONAL ADMISSION

Applicants who do not meet the conditions outlined above may be admitted to the degree program as Provisional Candidates. Provisional admission status may require that the student enroll for a limited academic load and be required to fulfill stated goals. At the time of acceptance, the student is informed in writing of this provisional admission status and any specifically required conditions. The Graduate School requires that all of the stated conditions be met at the time of completion of the first semester of graduate courses.

READMISSION

A student who is dismissed from the program is able to reapply at a date **no earlier than one year after the original dismissal** unless the circumstances of the dismissal indicate a different waiting period or were so extreme as to have excluded the possibility of readmission.

A student who withdraws voluntarily and who does not enroll for two or more semesters must reapply for admission.

To reapply, the former student should submit an application for readmission along with a \$25 Readmission Application fee.

TRANSFER STATUS

Transfer credits will not normally be accepted for a graduate degree at Bethune-Cookman University. Students may petition the Dean for the School of Graduate and Professional Studies for up to six (6) credit

hours to award credit for graduate courses taken at a regionally accredited institution which are equivalent to courses required in his or her graduate program.

ADMISSION REQUIREMENTS FOR GRADUATE NON-DEGREE STATUS

The following material must be submitted before an applicant will be considered for admission as a graduate Non-Degree Status student:

1. A **\$50** one-time, non-refundable application fee (payable to Bethune-Cookman University).
2. A completed application form.
3. Requirements, as listed below, for specific non-degree status admission categories:
 - **All official** transcripts of **all** previous undergraduate coursework and any graduate transcripts.
 - Three recommendations from persons who can attest to the applicant's ability to perform at the graduate level.
 - Entrance essay as outlined in the application packet.
 - International Students whose native language is not English must submit TOEFL scores. A score of 550 (paper based) or 213 (computer based) is expected for academic success without special language assistance. The international applicant must also submit a statement of financial resource and supporting financial documentation indicating sources of available adequate funds to attend Bethune-Cookman University. Students will receive the United States Department of Immigration Form (I-20) only after they have been accepted to the University and have submitted the personal financial resources form.

Transient Student: Transient student form, statement of good standing, and permission to enroll from institution currently attending.

Auditing Student: Transcript from a regionally accredited institution showing the undergraduate degree

Non-degree status students may enroll either for credit or for the purpose of auditing a class. A professional who applies as a non-degree student in a course offered for certification purposes only or for professional development can submit a college transcript with the baccalaureate degree posted or a copy of a professional license with expiration date.

REGISTRATION



Each semester registration procedures are available on the Wildcat Web. The official registration dates are found on the Bethune-Cookman University Academic Calendar. Students are encouraged to pre-register for classes each semester before the Summer and Christmas Breaks. A late fee of \$100 is charged for late registration. This charge will be added to the student's individual account.

ADD-DROP POLICY

ADDING A CLASS

Students desiring to add a course may do so only during the "Change of Program" period, from the first day of classes until the last day of the add period as published in the official University calendar and/or registration instructions. Approval of the student's academic advisor is necessary before any course change can be made. Added courses are official until the appropriate forms are submitted to the Office of the Registrar.

DROPPING A CLASS

A student desiring to drop a course should initiate drop procedures with the classroom instructor. Approval by the student's academic advisor is also required. A course may be dropped from the first day

of classes to the end of the second week after mid-term exams as defined in the University calendar or in registration procedures. Students MUST carry at least 9 credit hours per semester in the graduate degree programs to be fulltime. Drops are not official until appropriate forms are completed and submitted to the Office of the Registrar.

A reduction in course load may jeopardize a student's eligibility to participate in athletics or to receive scholarships and/or financial aid benefits.

FINANCIAL INFORMATION



OFFICE OF STUDENT ACCOUNTS INFORMATION

The activities of the Office of Student Accounts include billing students, recording payments, processing refunds, coordinating payment plans, collecting outstanding balances, and handling transactions affecting accounts receivable. Each semester Student Accounts is responsible for ensuring that students have met their financial obligation to the University before being permitted to register for classes, move into residential halls, and receive bookstore authorizations. Student Accounts is also responsible for documenting the receipt of funds necessary for processing students' requests to have official transcripts mailed out. The Office of Student Accounts is the final exiting point that each student must clear in order to be graduated from the University.

TUITION

1. For Degree Status full-time or part-time students: \$500 per credit hour.
2. For Non-Degree status students taking courses for credit: \$500 per credit hour

9 credits per semester will be considered full time.

Technology Fee:

\$150 per semester

All fees are due 10 days before the class start date.

Tuition and fees are subject to change at any time by action of the Board of Trustees of Bethune-Cookman University. However, changes in tuition and fees do not occur during the semester. Students should obtain a current schedule of fees from the Student Accounts Office.

METHODS OF PAYMENT TO BETHUNE-COOKMAN UNIVERSITY

Before the start of each academic year, the University publicizes the deadlines for students to clear their financial obligations. Payment for charges may be made through the following methods:

- Payments can be made with cash, cashier's check, money orders, or traveler's check. **Personal checks are not accepted. Cash should never be mailed.** Payments should be made payable to Bethune-Cookman University and include the student's first, middle initial and last names, student I.D. number or social security number. Payments should be mailed to: **Bethune-Cookman University, 640 Dr. Mary McLeod Bethune Boulevard, Daytona Beach, Florida, 32114-3099, Attn: Cashier's Office.**
- Credit Card payments (American Express, Discover, Visa or MasterCard) can be made online by accessing the Wildcat Web at www.cookman.edu. Students will need both their B-CU student I.D. and pin numbers in order to access the Wildcat Web. Third party payments to a student's account can be made online through the following link: <https://wildcat.cookman.edu/cgi-bin/payidentbu.mbr/identifystudent>.
- Payments can also be made in person by visiting the Cashier's Office (located on the first floor of White Hall, the University's Administration Building or by calling the Cashier's Office at (386) 481-2289 or 2292.

UNIVERSITY REFUND POLICY FOR FEES

DROPPING COURSES

No adjustment is made to tuition charges when a student drops a course after the last day of the Add/Drop Late Registration Period. It is the student's responsibility to know the last day to drop courses in any given semester. This information is readily available on the University's Homepage and through the Registrar's Office. Students may call the office at 386-481-2525. Academic Advisors are also able to provide students with this information.

WITHDRAWAL FROM THE UNIVERSITY

Withdrawal from the University is not accomplished by no longer attending classes. Withdrawing from the University is a process that involves several steps which must be followed in the prescribed order so as to avoid unnecessary expenses and/or failing grades. When a student officially withdraws from the University, a refund or adjustment of tuition will be calculated. Students should familiarize themselves with the following Tuition Refund Schedule:

Fall and Spring Semesters:

1. 100 percent of tuition charges, if the student withdraws on or before the last day of the Late Registration Period.
2. Up to 90 percent of tuition charges, if the student withdraws after the last day of Late Registration but on or before the last day of the second week of classes.
3. Up to 50 percent of tuition charges, if the student withdraws after the second week, but on or before the last day of the fourth week of classes.
4. Up to 25 percent of tuition charges, if the student withdraws after the fourth week, but on or before the last day of the eighth week of classes.

First-time students are eligible to receive a 100 percent adjustment/refund of tuition charges, if they withdraw on or before the last day of the Late Registration Period; a prorated adjustment/refund will be processed, if they withdraw after the last day of Late Registration but on or before the last day of the tenth week of classes.

Summer Sessions:

1. 100 percent of tuition charges, if the student withdraws on or before the last day of the Late Registration Period. Up to 90 percent of tuition charges, if the student withdraws after the last day of Late Registration, but on or before the last day of the first week of classes.
2. Up to 50 percent of tuition charges, if the student withdraws after the first week, but on or before the last day of the second week of classes.
3. Up to 25 percent of tuition charges, if the student withdraws after the second week, but on or before the last day of the third week of classes.

First-time students are eligible to receive a 100 percent adjustment/refund of tuition charges, if they withdraw on or before the last day of the Late Registration Period. A prorated adjustment/refund will be processed if they withdraw after the last day of Late Registration, but on or before the last day of the fourth week of classes.

Adjustments/refunds will be processed by the Office of Student Accounts, if written notice of withdrawal of enrollment from the University is received from the student or designated staff person and approved prior to the end of the eighth week (returning students) or the tenth week (first-time students) of classes during the Fall and Spring semesters. The withdrawal must be received prior to the end of the third week (returning students) or the fourth week (first-time students) of classes during the summer sessions.

There will be no adjustments or refunds for, institutional paid charges, waived charges, bookstore charges, late registration fees, housing assessment fees, or fines under the following conditions:

- When a student is required to withdraw due to disciplinary action, the student forfeits their legal rights and privileges as a member of the University family. All fees paid toward assessed charges are also forfeited. There will be no reimbursement of tuition, room and board charges and fees, or any other payments made to the University.
- In the event the operation of the University is suspended for any time as a result of any act of God, strike, riot, disruption, or for any other reason beyond the control of the University.

Students who withdraw from courses after the Late Registration Period may be eligible for full tuition adjustments/refunds, if one or more of the following holds true:

1. Student is called to active military duty.
2. Death of the student or member of his/her immediate family (parent, spouse, child, sibling).
3. Illness of the student of such severity or duration, as confirmed by a physician, that completion of the semester is not possible.
4. Cancellation of the course(s) by the University.
5. Exceptional circumstances, upon approval of the University President or his/her designee.

REFUND OF CREDIT BALANCES

Refunds are processed by the Office of Student Accounts when a student has resolved all financial obligations against their University debts and their student account reflects a credit balance. Refunds are processed within 14 days after the student's account reflects a credit balance. Students are responsible for informing the Office of Student Accounts of any changes to their addresses.

Through the Wildcat Web located on the University's website, students have access to review their charges, financial aid, payments, credit balances, refunds issued, and/or any balances that may be due. If a student visits the Office of Student Accounts and requests information about his/her account, the student must present university issued identification or another form of picture identification.

Following the full payment of tuition, fees, and other expenses, Bethune-Cookman University will refund excess payments (excluding any non-refundable financial aid) directly to the student. This is university policy, regardless of whether funds were paid by the student, the student's parents or any other third party. **Bethune-Cookman University assumes no responsibility for remitting such excess payments to any person other than the student.**

CREDIT BALANCE AUTHORIZATION FORM

A Credit Balance Authorization Form must be submitted, if the student or parent (Plus Loan) is requesting Student Accounts to hold a credit balance and apply the funds towards the expenses of a future term within the same academic year. If the Credit Balance Authorization Form is not on file prior to processing a refund, the refund will automatically be issued.

BILLING STATEMENTS

Student Accounts will mail billing statements several times during an academic year. The statements will indicate all activity on the student's account and the remaining balance due. Billing statements are mailed to the student's address on file in the Registrar's Office.

Students are encouraged to use the Wildcat Web to review their accounts as it is the students' responsibility to be aware of any balances that may be due on their accounts.

COLLECTION OF PAST DUE BALANCES

If a student has a balance due on his/her account, a "hold" will be placed on the student's account, and the balance must be paid in full before the student will be permitted to register for the next semester, reside on-campus, receive a Bookstore Authorization or graduate.

When a student has a past due balance and is not enrolled, the student will not be permitted to receive a transcript. However, a student with a past due balance, who is enrolled at the time a transcript request is made, will be permitted to receive an "unofficial" transcript.

If the balance is not paid within a year of the date that the balance occurred, the student's account balance will be turned over to an outside collection agency. The selected agency will actively pursue collection of the bad debt against the student.

SCHOLARSHIPS

Scholarship awards are available at times for qualified candidates, depending on degree program. Information regarding scholarships is available from the School of Graduate and Professional Studies, Office of Athletics, and the Office of Financial Aid.

Scholarship recipients are required to be in good standing and make satisfactory academic progress to continue to receive a scholarship award. To be considered in good standing, fellowship recipients are required to maintain the standards listed below.

- Students must be fully accepted into a graduate degree program.

- Students must be enrolled as full-time graduate students.
- Students must maintain the scholarship's required GPA status each term of the award.
- Students cannot receive a grade of Incomplete (I) and continue to receive the award.

Failure to meet any one of these standards will cause cancellation of the scholarship. The School of Graduate and Professional Studies may grant rare exceptions to this policy after review of evidence of mitigating circumstances presented by the student and the graduate program.

LOAN PROGRAMS

To apply for the following programs, a student must complete the Free Application for Federal Student Aid (FAFSA). This form can be obtained from the Financial Aid Office.

FEDERAL DIRECT/STAFFORD UNSUBSIDIZED LOAN

The Higher Education Amendments of 1992 created a new program offering "unsubsidized" Federal Direct/Stafford Loans to students who do not qualify in whole or in part for "subsidized" Federal Direct/Stafford Loans. A Federal Direct/Stafford Unsubsidized Loan is a low interest loan made to students by the federal government "directly" or by a private lender (bank, credit union, etc.). Under this program, the student borrower (and not the federal government) pays the interest that accrues on the loan. To apply for the following programs, a student must complete the Free Application for Federal Student Aid (FAFSA). This form can be obtained from the Financial Aid Office.

FEDERAL DIRECT/STAFFORD UNSUBSIDIZED LOAN

The Higher Education Amendments of 1992 created a new program offering "unsubsidized" Federal Direct/Stafford Loans to students who do not qualify in whole or in part for "subsidized" Federal Direct/Stafford Loans. A Federal Direct/Stafford Unsubsidized Loan is a low interest loan made to students by the federal government "directly" or by a private lender (bank, credit union, etc.). Under this program, the student borrower (and not the federal government) pays the interest that accrues on the loan.

WITHDRAWALS

Financial Aid is to be used first for direct educational costs—tuition and fees, and room and board if the student is in University housing. Students on financial aid who withdraw from the University and are due a refund of their fees will therefore not receive fee refunds until funds representing financial aid awards have been applied to the respective accounts. Normally the fee refunds are returned to the financial aid programs on a prorated basis and according to the components of a financial aid package.

STUDENT LIFE AND SUPPORT SERVICES



Carl S. Swisher Library

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs is committed to the University's Vision and Strategic Plan. As such, the Office of Student Affairs works diligently to provide a warm and comfortable living and learning environment for the University's students. The Office of Student Affairs is dedicated to creating a "home away from home" while it provides oversight and supervision for students living in the University's 10 residential halls, its 2 scholarship houses, and three leadership houses. In addition, the Office of Student Affairs supervises student organizations and social activities.

Excellence in the development of all of Bethune-Cookman's students is of paramount importance and is facilitated through the goals, objectives, programs, and activities of the sector's primary departments. These departments are Residential Life, Student Activities, Career Services, Health Services, Student Development, International Student Services, and Campus Security. The Office of Student Affairs also works closely with the University's Food Services Department to ensure both nutritious food and quality food service.

STUDENT RESPONSIBILITY

Each student who accepts admission to Bethune-Cookman University also accepts the University's standards of personal conduct (Code of Honor). The student is expected to take full advantage of the opportunities offered within formal and informal learning environments in order to learn how to make wise decisions regarding appropriate behavior, attitude, and conduct in all settings. Policies and practices governing students and student life are found in the student handbook.

JUDICIAL AFFAIRS

Bethune-Cookman University seeks to safeguard the integrity of all students. It is expected that individual students will refrain from participating in acts which are considered inappropriate. Students are subject to disciplinary action who persist in violating any of the privileges, standards, and policies of the University; who are consistently delinquent in academic responsibility; and/or who continuously neglect their financial obligations; or who embarrass the University in any manner. The University reserves the right to dismiss a student for unbecoming social behavior. The possession of firearms and the use and possession of alcoholic beverages and narcotics by Bethune-Cookman University students are strictly forbidden and are grounds for immediate dismissal. The University reserves the right to notify civil authorities whenever a student is guilty of, or charged with, violation(s) of civil law. The University also reserves the right to dismiss said student if arrested and while charges are pending. Students may apply for readmission upon being cleared of all charges.

RELIGIOUS EXPERIENCES

Bethune-Cookman University has a great and cherished religious tradition. This tradition is strengthened and reinforced through the University's continued relationship with the Board of Higher Education and Ministry of the United Methodist Church. Regardless of denomination, students are encouraged to reach out to the variety of campus religious organizations that are available to them through such groups as the Religious Life Fellowship or the Fellowship of Christian Athletes. The Fellowship of Christian Athletes is chaired by the University Chaplain and is comprised of students, faculty, and staff members from diverse religious denominations.

The Office of the University Chaplain is staffed by a full-time ordained chaplain. Its services and outreach are open and available to all students, faculty, and staff members. The Office is also available for spiritual counseling and guidance. The Office of the University Chaplain seeks to coordinate and promote programs of spiritual enrichment on the campus and aggressively seeks opportunities to partner with other organizations on various programming and event ideas. Students are encouraged to participate in weekly Bible study, annual spiritual outreach celebrations, midweek prayer services, outdoor prayer and worship services, and spiritual awareness sessions held in the residential halls.

POLICY ON INFANTS AND CHILDREN ON CAMPUS

Enrolled students of Bethune-Cookman University are not permitted to bring infants and/or children into classrooms, classroom buildings or other facilities, including the library. Further, if children are on the campus for any purpose, they must always be supervised by an adult. Appropriate disciplinary measures will apply if this policy is not followed.

HEALTH SERVICES

A primary goal of the Health Services Department is to positively influence the thinking and actions of students toward more healthful living. The Health Services Department is committed to disease prevention, physical and mental health maintenance as well as helping students manage preexisting conditions.

The University's Health Services Department is housed in the Adams Infirmary and is under the direction of a registered nurse who serves as its director. In addition to the director, the services, programs, and initiatives of the Health Services Department are supported by a Mental Health Professional and a Licensed Practical Nurse. The University contracts with Halifax Medical Center to receive the weekly services of a consulting physician. The physician is made available to University students a minimum of 20 hours per week. If necessary, students are referred to off campus medical facilities for further services. Any student who elects to seek the services of physicians other than the University contracted physician or to use out-patient facilities other than those pre-approved by the University is responsible for payment of all fees associated with that decision.

Students who need hospital services should contact the University's Health Services Department between 8-5 Monday – Friday. For urgent care needed after hours, on weekends, and holidays students should notify a member of the residential staff or campus security.

QUALIFIED DISABLED PERSONS

Bethune-Cookman University provides equal opportunity to qualified disabled persons in accordance with the requirements of Americans with Disabilities Act (ADA). ADA and section 504 of the Rehabilitation Act of 1973 serve to ensure that individuals with current disabling conditions are provided reasonable accommodations to enable them to enjoy the programs, activities, services, and employment opportunities offered by colleges and universities. As these laws only apply to individuals with known disabilities, it is required by Bethune-Cookman University that individuals provide recent documentation to establish their eligibility under these laws and to document their specific accommodation needs. Individuals with a verifiable learning or physical disability affecting academic studies must submit documentation of a professional diagnostic evaluation (not older than three years) of their disability to the Office of Student Affairs in the Parlin Center. All others with disabilities as defined by the ADA must also contact the Student Affairs Office in the student center regarding living and dietary accommodations and the Testing Office in Faith Hall regarding standardized testing.

THE CARL S. SWISHER LIBRARY/LEARNING RESOURCES CENTER

The library collection contains over 187,908 books in addition to periodicals, audio and video tapes, microforms and other materials. An online Public Access Catalog (OPAC) provides access to the library collection via the internet. The collection is housed in open stacks except for special collections.

The Library features a Local Area Network (LAN) with access to the Internet and subscribed online databases that include ProQuest, Britannica Online, First Search, ERIC, SIRS, Newsbank, InfoTrac, JStor and others.

As a member of the Florida Library Network (FLIN), Central Florida Library Consortium (CFLC), and the Southeastern Library Network (SOLINET), the Swisher Library has access to other resources and collections in Florida and around the country through inter-library loan programs.

The Carl S. Swisher Library/Learning Resource Center (LRC) also houses a number of conference rooms for group study, an exhibition area, a non-print media room for class presentations, a computer center, a graphics department, and the university archives. Special collections include the Mary McLeod Bethune, the Joseph M. Taylor, the Thelma Harris Livingston, the Florence L. Roane, the Attica Collection, and the Negro Collection of books by and about Blacks. The archival area is the repository for documentary, photographic and other materials of historic value to the University.

The Swisher Library/LRC serves as a major focus for improving learning, teaching, and research. It addresses the academic, administrative, and cultural needs of the University through the provision of resources identified above as well as consultative services offered to faculty, staff, students, and visitors.

GENERAL ACADEMIC INFORMATION

The procedures, policies, and regulations stated in this section are designed to assist Bethune-Cookman University students during their matriculation.

Each graduate degree student will be assigned an advisor from the graduate faculty who will maintain the student's advisement file, supervise course selection, and review in conference the student's academic progress with appropriate regularity. The student, however, is responsible for meeting the requirements stated in the *Graduate Catalog*.

ATTENDANCE

COMPULSORY CLASS ATTENDANCE:

Class attendance is compulsory all students. Absences will result in lower grades.

UNEXCUSED ABSENCES: No student will be permitted unexcused absences from class.

EXCUSED ABSENCES: Excused absences include those incurred by the student's participation in university or class sponsored activities. Examples of excused absences include band, chorale, gospel choir, athletic teams, field trips, family emergencies, and significant illness. (Proof of family emergencies and illness is an important factor in being permitted to make up missed assignments, tests, etc.)

EXPECTED ABSENCES:

Students are responsible for informing their instructors of any anticipated absence(s) from class. Students who are ill are advised to report to the Adams Infirmary where their illness can be documented and submitted to instructors for consideration.

VERIFICATION OF ATTENDANCE:

Each semester, the Office of the Registrar requests faculty members to verify student rosters by 1) directing students, whose names do not appear on their class rosters, to its office in order to be enrolled properly into the course, and 2) reporting names of students who appear on their rosters, but who have not reported to class. These students are listed as a "No Show." Once generated, the Verification of Attendance Report is sent to the Registrar's Office according to the announced deadline. Students who are reported as "No Shows" will be dropped from the roster for those classes.

SYLLABUS/OUTLINE:

The course syllabus/outline is an agreement between the teacher and the student. Students should receive a syllabus/outline at the beginning of the term for each course in which they are enrolled.

ACADEMIC ADVISING

Students within the School of Graduate Studies will be assigned a major advisor by the Department Chair in consultation with the Dean of the Academic Program and the Dean of the School of Graduate Studies. The advisor will advise the student on his/her academic program and will monitor his/her progress through it.

Academic advisors will also serve as the major thesis advisor for the student. The student, however, is responsible for meeting the requirements stated in the *Graduate Catalog*.

CONFERENCES WITH ADVISOR:

Students are expected to arrange regular conferences with their academic advisor according to the advisor's posted schedule. Conferences may also be scheduled with advisors through individual appointments. Mandatory conference(s) are required before registering for classes each semester and before completing the University's Degree Application for Graduation.

FINAL EXAM SCHEDULES:

The Office of the Registrar will schedule final examination dates, times, and locations.

STUDENT COURSE LOAD**COURSE LOAD**

The full time course load in the Master of Science degree program for any regular semester is 9 semester hours. Students may petition the Department Head and the Dean of the School of Graduate and Professional Studies to enroll in more than 9 credit hours per semester.

TIME LIMIT

All requirements for the master's degree must be satisfied within five calendar years after the student reaches Degree Status. Students are responsible for meeting the requirements in effect at the time they are admitted into Degree Status.

COURSE LOAD RESTRICTION:

- Students on academic probation will be limited to a maximum load of 9 semester credit hours. (See Academic Probation and Dismissal.)

OVERLOAD REQUIREMENTS:

- The academic requirements for taking an overload, 12 semester hours or more, is a minimum grade point average of 3.0 during the semester immediately preceding the semester in which the student wishes to carry the overload.

GRADES**Issuance of "I" (Incomplete) Grades:**

Instructors may issue "I" or "Incomplete" grades to students who, for legitimate reasons, have not completed coursework at the time final grades must be submitted. At the time the request is made, the student must be passing the course with the required minimum grade for the course. At the discretion of the instructor, an "I" grade may be given to a student who is experiencing extraordinary personal challenges but who has not formally requested an Incomplete grade.

Removal of "I" Grades:

It is the student's responsibility to initiate action to remove "I" grade(s). Students receiving one or more "I" grades must report to the instructor(s) who issued the grade(s) within the first week of classes in their next semester of enrollment. The assignments needed to remove the "I" grade(s) must be completed within the first six weeks of the semester of re-enrollment. Failure to follow through with the steps to remove "I" grades will cause 'I's to automatically change to 'F' grades.

Grade Change after One Year:

The University does not permit grade changes after one year.

Grade Repeat Policy:

A readmitted student may repeat a course in which the student receives a C or F grade, and only the hours earned from the higher grade are computed in the grade point average (GPA). If a student makes the same grade in the repeated course in this situation, only one grade is calculated in the GPA.

Grades on Permanent Record:

All grades, courses, and hours attempted and earned remain a part of the student's permanent record.

Right to Appeal a Final Grade:

Every student has the right to appeal final grades given by an instructor. Steps in the grade appeal process are outlined under "Student Grade Appeal."

RESIDENCIES

For the MSTL graduate program, students are required to attend **MANDATORY** Residencies at their own expense. Students may contact the School of Graduate and Professional Studies for a list of convenient hotels. If a student cannot attend the first residency, he or she will need to postpone enrollment until he

or she can. Students missing the second or third Residency must have permission from the Dean of the School of Graduate Studies and make arrangements for missed work. No student may miss more than one Residency.

GRADING SYSTEM

Students are graded according to the following grade point average (GPA) system

A) Used in GPA Computation:

<u>Grade</u>	<u>Interpretation</u>	<u>Point Value</u>
A	Excellent	4
B	Good	3
C	Less than Satisfactory	2
F	Failure	0

B) Not used in GPA Computation

<u>Grade</u>	<u>Interpretation</u>	
I	Incomplete	Becomes an "F" if not satisfied by date given on the University Calendar
DR	Dropped Course	No Credit
W	Withdrawal	Official Withdrawal from the University
AU	Audit	No Credit
NR	Repeat	Repeat
FG	Forgiven Grade	Replaces D or F for freshmen only
NG	No Grade Assigned	No credit
NS	No Show	No Credit

Full-Time Course Load: Students registered for 9 or more semester hours.

Part-Time Course Load: Students registered for less than 9 semester hours.

Standard Grading Scale

The standard grading scale adopted by the Graduate Council, to be adhered to by all faculty members, is as follows:

Percentages Grade

90 -- 100	A
80 -- 89	B
70 -- 79	C
0 -- 69	F

All graduate students must maintain a cumulative 3.00 GPA. The University requires a final cumulative GPA of at least 3.00 (“B”) or better for receiving the master’s degree.

All graduate students must consistently do “B” quality work or better in their coursework and maintain a cumulative 3.00 GPA. The University requires a final cumulative GPA of at least 3.00 (“B”) for receiving the master’s degree. Grades of “C” are considered less than satisfactory. Failing grades are considered unsatisfactory; any failing grade will result in automatic dismissal from the program.

Note: For MSTL only, a student may have no more than two “Cs” in maintaining good standing and must have at least one “A” to offset each “C” in order to maintain a 3.00 GPA. If a student receives a “C” in a third course, she/he will be dismissed from the program.

STUDENT GRADE APPEAL

A student has the right to appeal decisions regarding the final grade(s) in a specific course. Before initiating a petition for appeal, the student should attempt to resolve the problem with the instructor and/or department chair and school dean. If the student is unable to have the situation resolved at these levels, he or she may file an official Grade Appeal. **Grade appeals must be initiated within 6 weeks after the conclusion of the semester in which the course(s) was taken.**

Steps in the grade appeal process are as follows:

1. The student submits a written statement to the Dean of the school in which the course was taught within six weeks of receiving the final grade. The written statement sets forth the complaint, efforts to resolve it, and supporting evidence or justification for the complaint. Upon receipt of the appeal statement, the dean should provide a copy of the complaint to the instructor of the course or other person concerned.
2. The Dean will appoint a committee* to review the written statement from the student, secure additional information that the student may have, and examine any additional evidence and information that the instructor or the person concerned may have in support of the final grade that the student received. Both the student and the professor shall each receive reasonable notice of the time and location of the hearing and be permitted to be present. In addition, the parties shall have the right to present evidence and to examine any witnesses who are present. Taking the supporting data into consideration, the committee makes a recommendation to the dean. The dean, then, renders a decision in the case. The decision is immediately communicated, in writing, to the student, the instructor concerned, and the committee.
3. If the student or the instructor is dissatisfied with the decision of the school dean, either may appeal to the Vice President for Academic Affairs (VPAA). If this is done, the VPAA will review all of the information and, if the VPAA determines appropriate, will refer the matter to a committee** who will investigate the situation further and render a decision in the case. The decision of the committee will be communicated by the VPAA to the all parties involved.

*This committee may have representation from other academic schools as well as other professionals who have expertise in the particular discipline under discussion.

**Composed of four faculty representatives and a graduate student(s).

Academic Terms

Fall Semester (14-15 weeks) August - December

Spring Semester (14-15 weeks) January - May

Summer Session (10-12 weeks) May –August

Summer B Term (4-5 weeks) June-July

ACADEMIC PROBATION AND DISMISSAL

The following table indicates the categories of GPA standings: minimum acceptable standing, probation, and automatic dismissal.

Acceptable Standing

3.00 GPA

Probation

Below 3.0

Dismissal

Grade of F

SATISFACTORY ACADEMIC PROGRESS

A student who fails to maintain a cumulative 3.0 GPA after being enrolled for two semesters will be dismissed for one academic semester.

RECORD OF ACADEMIC PROBATION AND DISMISSAL

Academic probation and dismissal will be indicated on the student's transcript. A student may matriculate on probation for one semester before being academically dismissed. A student will be academically dismissed for one year upon receiving a grade of "F".

READMISSION AFTER DISMISSAL

In order to reenter the University following at least a year of academic dismissal, a student must complete a readmission application available from the School of Graduate and Professional Studies.

GRADUATION REQUIREMENTS

Only students, who have completed all academic requirements for graduation, are allowed to participate in commencement exercises. Additionally, all official transcripts, which include transfer credits to be used to satisfy graduation requirements, must be received in the Office of the Registrar BEFORE a student is allowed to participate in commencement exercises.

RELEASE OF DIPLOMAS

Diplomas are not released to students until all grades (including transfer grades) and test scores have been posted to the transcript. All final financial obligations must be satisfied through the Student Accounts Office.

PRIVACY OF STUDENT RECORDS AND INFORMATION

The Buckley Amendment to the General Education Provisions Act stipulates that students may have access to their official files and that no transcripts may be issued to any party without a written request from the student. The Family Education Rights and Privacy Act (FERPA) of 1974 gives the University the right to make public, at its discretion and without prior authorization from the student, the following information: name, class, home or college address, telephone number, major field, date and place of birth, dates of attendance at Bethune-Cookman University, degrees, honors and awards received, and previous school most recently attended. FERPA also gives students the right to place limitations on the release of this particular information. A student who wishes to place limits on the release of this information must file a restriction form with the Office of the Registrar by September 15 of each year. The University does not indiscriminately release information about individual students. All persons with access to student records are required by the University to sign a statement of confidentiality.

Official transcripts of student academic records, for transfer to another institution or for any other purpose, may be obtained from the Office of the Registrar upon written authorization by the student. Transcripts are official only if the embossed seal of the University appears on them. Unofficial copies of transcripts are available only to the student. As a safeguard against improper disclosure of academic information, no transcript request will be accepted over the telephone. The University issues two complimentary official transcripts, along with the diploma, to each of its graduates. All subsequent official transcripts will cost \$5.00; unofficial copies will cost \$3.00.

Requests for official transcripts cannot be granted if the student has a balance. However, if the student is enrolled during the time of the request, an unofficial copy can be released upon request and payment made of the required fee. A transcript of a student's record, received from another university or college, becomes a permanent part of the student's file at Bethune-Cookman. The transcript cannot be forwarded to another institution. Should a student need a copy of the transcript, he or she must make an original request from the institution.

ACADEMIC HONESTY

A student is required to maintain an honor code. Charges of cheating on tests or examinations, plagiarism in the production of written papers, other products or processes will result in disciplinary action by the faculty and administration.

As members of an academic community, which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present, as their own work, only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other form of academic dishonesty.

Students who are academically dishonest undermine the integrity of the University. If students receive recognition through academic dishonesty, the value of the recognition is diminished, and the reputations of the University and its graduates are jeopardized. Thus, academic dishonesty hurts the University and is unfair to other students.

This information is intended to help students understand academic honesty and provide guidance on how to protect them from academic dishonesty. Consequently, students must maintain close communication with their instructors in order to clarify codes and conditions.

A complete definition of academic dishonesty and disciplinary procedures are found in the University's Student Handbook.

When there is reason to suspect a student has violated either a University policy on academic honesty or the instructor's specific codes, as found in the course syllabus, the instructor should discuss the charges and the evidence with the student, preferably in private. Without taking punitive action, the instructor will submit a written report to the school dean through the department head. The instructor's report should include such information as the instructor's charge against the student, evidence supporting the instructor's charge, and a summary of the discussion between the student and the instructor, including any admission or denial of guilt.

Upon receipt of the instructor's report, the school dean will inform the student, in writing, of his/her right to a hearing and enclose a copy of the instructor's entire report. The student will not be permitted to withdraw from the course during an academic dishonesty investigation. If the student does not request a hearing by the school dean, the dean will render a decision and, subsequently, notify the instructor and the student. A copy of the dean's decision will be forwarded to the Vice President for Academic Affairs. If the student chooses to appeal the dean's decision:

1. The student will be permitted five (5) school days from receipt of the dean's letter to request an appeal before the Administrative Panel. The letter requesting the appeal shall be submitted to the Vice President for Academic Affairs.
2. If the request for appeal is granted, then the Vice President for Academic Affairs will schedule a hearing.
3. At the appeal hearing, all parties will have an opportunity to respond to the charges, to present evidence and/or argument on all issues involved, and to present rebuttal evidence. The hearing will be conducted in an informal but orderly manner.
4. The decision of the Administrative Panel is considered to be final.

INTELLECTUAL PROPERTY

PURPOSE

To set policy regarding trademarks, copyrights, patents, and revenue related thereto.

ACCOUNTABILITY

Under the direction of the President, the Executive Vice President for Administration and Finance, Vice President for Academic Affairs, and the Academic Deans shall ensure compliance with this policy. The Office of Institutional Research, Planning and Accreditation shall implement this policy. The Deans shall ensure that each new faculty member receives a copy of this policy or is directed to it in the Faculty Handbook or on the B-CU web site.

APPLICABILITY

This policy applies to all faculty members, staff, students and any other person employed by Bethune-Cookman University.

1. General Policy

- 1.1. As an institution of higher learning, Bethune-Cookman University is entrusted with the responsibility to facilitate application of scientific, technical, artistic, and intellectual endeavors for public use and to provide for an equitable disposition of interests among the authors or inventors, the University and, where applicable, the sponsoring or contracting funding source.
- 1.2. The University recognizes that faculty, staff, or student research and scholarship may result in materials subject to intellectual property protection, including material subject to copyright or patent protection. It is the policy of the University that such research and scholarship should be undertaken to serve the public interest by encouraging scholarly activity without regard to potential financial gain. However, the University recognizes that appropriate recognition and incentives should be given to sponsors, inventors, and authors.
- 1.3. The Intellectual Property Policy, as adopted, shall apply to all faculty, staff, students, and to anyone using university facilities or supervised by university personnel. Individuals employed by, enrolled in, or using university facilities agree to abide by this policy as a condition of their employment, enrollment, or use.

2. Definitions

The following terms shall have the following meanings for purposes of this policy:

- a. **“Commissioned Projects”**: Works or Inventions created or developed (1) specifically or predominantly for use by or at B-CU, or (2) at the request or on behalf of B-CU, or (3) under the specific direction of, or (4) by a person acting within the scope of his or her employment at B-CU, or (5) under a written contract between the Developer and B-CU, or (6) under a contract between B-CU and an external agency. “Traditional Works of Scholarship” will not be considered “Institutional Works” for the purposes of this policy.
- b. **“Developer(s)”**: The individual or group of individuals who create material subject to copyright or patent protection. The term Developer, as applicable, is co-extensive with the term "author" as used in the Copyright Act (17 U.S.C. §102) and the term "inventor" as determined by the Patent Act (35 U.S.C.A. §100 et. seq.).

- c. **“Institutional Resources”**: Tangible resources provided by B-CU to a Developer, including, but not limited to, financial resources, office space, lab space, equipment, electronic network resources (both hardware and software), support personnel, secretarial support, research, teaching and lab assistants, assistance from graduate students or work-aid students, media specialists or illustrators, supplies, and utilities. The term "financial resources" as used herein includes grants and contracts or awards made to B-CU by an extramural sponsor.
- d. **Instructional Materials**. Works created by or for instruction of B-CU students, including but not limited to textbooks, study guides, outlines, and other classroom materials.
- e. **Inventions**. Material that is subject to patent protection under the Patent Act, (35 U.S.C.A. §100 et. seq.), which provides that patent protection is granted to "whoever invents or discovers any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof."
- f. **Trademarks**. Words, designs, or devices that are subject to trademark protection in the University under the Lanham Act, (15 U.S.C.A. §1051 et. seq), which provides that trademark protection is granted to "any word, name, symbol, or device, or any combination thereof used . . . to identify and distinguish his or her goods, including a unique product, from those manufactured or sold by others and to indicate the source of the goods, even if that source is unknown."
- g. **Traditional Works of Scholarship**. Works reflecting research and/or creativity which is considered evidence of accomplishment in the Developer’s academic discipline or professional field, and is specifically created to be predominately used by persons or entities other than B-CU and/or its students. Such works include, but are not limited to, books, book chapters, journal articles, abstracts, student theses, plays, poems, pictorial and sculptural works, films, cassettes, musical compositions and other literary works, to the extent that such works do not fall within the scope of the term "Commissioned Projects."
- h. **“Works.”** Material that is subject to copyright protection under the Copyright Act, (17 U.S.C.A. §101, et seq.), which provides that copyright protection subsists in "original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, "not fall within the scope of the term "Commissioned Projects."

3. Trademark Usage

- 3.1. Trademarks may only be used with the permission of the University. Requests for trademark usage must be directed to Fiscal and Financial Affairs.

4. Copyright Ownership and Revenues.

- 4.1. Copyright ownership of Commissioned Projects shall vest in the University at the time of creation. Notwithstanding the foregoing, copyright ownership of Instructional Materials shall vest in the Developer at the time of creation.
- 4.2. The owner of the copyright shall have the exclusive right and authority to determine whether the work shall be licensed or otherwise transferred and, if so, the terms and conditions of such license, except that:
 - 4.2.1. The Developer of any Instructional Material shall grant a perpetual, nonexclusive, non-sub licensable, royalty-free license in the Instructional Material to the University; and
 - 4.2.2. The University shall seek input from the Developer of any work that the University has determined to license or otherwise transfer if, and only if, the Developer is still employed by the University.

4.3. Any and all monetary revenues derived from a Commissioned Work shall be paid to the University, which shall retain fifty percent (50%) and pay fifty percent (50%), in equal shares, to the Developer(s).

5. Patent Ownership and Revenues.

5.1. Developers shall assign any and all patent rights in any Invention resulting from a Commissioned Project or the use of Institutional Resources to the University. The University shall have the exclusive right and authority to determine whether the work shall be licensed or otherwise transferred and, if so, the terms and conditions of such license or transfer, except that the University shall seek input from the Developer of any Invention that the University has determined to license or otherwise transfer if, and only if, the Developer is still employed by the University.

5.2. Any and all monetary revenues derived from a patent shall be paid to the University, which shall retain fifty percent (50%) and pay fifty percent (50%), in equal shares, to the Developer(s).

6. Sponsored Research or Development.

6.1. In the event that a Work or Invention is created, subject to a contract with a third party sponsor, then the contract may vary the terms of copyright ownership and revenue distribution if, and only if, the University has approved and is a signatory to the contract.

CIVIC PARTICIPATION AND SOCIAL RESPONSIBILITY



Graduation Day

Bethune-Cookman University's commitment to Civic Engagement and Social Responsibility is, in part, reflected in its official motto, "Enter to Learn . . . Depart to Serve." Indeed, the spirit of service and outreach has been one of the institution's guiding principles since its founding in 1904. The University has a history of service to the surrounding community as evidenced in such programs as its AmeriCorps Program. Through AmeriCorps, K-12 youth are provided one-on-one tutoring and mentoring by the University's students. B-CU students have given more than 130,000 service hours to community children.

The University's **International Institute for Civic Participation and Social Responsibility** is a central component of President Trudie Kibbe Reed's administration and long-term vision for the University and the larger community. The presence of the International Institute for Civic Participation and Social Responsibility demonstrates the University's commitment to continuing Dr. Bethune's legacy of service to the surrounding community, the city of Daytona Beach, the state of Florida, and the nation. The University is committed to making its faculty, staff, student, and facility resources, available to the children, the men, and the women of Daytona Beach. This is done through an ever-increasing network of partnerships and collaborations. Several major components are associated with the work of the Institute, including an annual Civic Participation and Social Responsibility Legacy Forum, Campus Living/Learning Centers, Community Outreach Centers, Family Life Literacy Centers, MMB National Institute, Student Internship/Volunteerism, Student Exchange Programs in Foreign Countries, Service Learning, Spiritual and Leadership Development Initiatives, an annual International Symposium, and a National Speakers Bureau/Lecture Series. Students, as well as, faculty and staff are involved in the Institute's components.

The University is also proud to be known as a Periclean institution of higher learning. In this capacity, Bethune-Cookman has made a commitment to Project Pericles, Inc., the parent organization that was founded by its President and CEO, philanthropist, Mr. Eugene Lang. Our commitment is that educating the University's undergraduate student body for active citizenship will forever be an important part of the University's mission. Through Project Pericles' activities and programming, students are exposed to film series, debates, guest lecturers, petition drives, city commission meetings, political task force issues and initiatives, and a wealth of other citizen engagement opportunities. Through both the Institute and

Project Pericles, students are reminded of their responsibility as citizens of a democracy and that as, "Mary's children," they are expected to become knowledgeable about issues as well as actively involved as leaders and change agents for those among our citizenry who are not as prepared to do so.

Students and staff are especially proud of the volunteer time they spend with the **TKR Community Reading Program** because of its impact on the youngest members of the community. TKR children range from five to 10 years old. Scheduled for three hours on the second and fourth Saturdays of each month, each child has several Bethune-Cookman University students working with him/her on reading and comprehension skills, and presentation skills as well as critical thinking and vocabulary development. As the program's founder, President Reed, has made a commitment to provide support to the college education of these young children. In 2005 the University's Board of Trustees voted to set aside interest from an almost 1 million dollar Vision Validators Program to be used to support the higher education aspirations of children who are long-term participants in the University's Saturday reading program. The **Charles Cherry Community Holiday Festival** is possible only because of Bethune-Cookman's student volunteers who arrive early to set up for the festival and remain to take down the game stations, clean the grounds, load tables, chairs, and perform other tasks associated with running a successful festival long after all others have departed. The festival is a partnership between B-CU, the Daytona Beach Department of Leisure Services, and the Daytona Times Newspaper. The festival is named, posthumously, after Mr. Charles Cherry, owner and publisher of the Daytona Times Newspaper, five-term city commissioner, and civil rights activist. Members of the University's sports teams such as the football and softball teams are highlights of the festival and spend hours signing autographs for children and adults alike. The University's Concert Chorale performs regularly at this annual partnership event. The Festival is a major civic participation and social responsibility event.

The University's commitment to Civic Participation and Social Responsibility comes alive in its **Town Hall Community Meetings**. These important meetings are held both on and off campus and are facilitated by the University's President. Each sector of the University plays a vital role in the overall success of the Town Hall meetings as issues are brought to the floor for discussion, debate, and consensus building through open dialogue and critical thinking. These gatherings offer excellent opportunities for students to present themselves as team/audience participants as well as facilitators for break-out sessions. The Daytona Beach community benefits daily from the presence of Bethune-Cookman University students who volunteer their time and skills at elementary, middle, and high schools throughout the city. In addition, city agencies and organizations welcome our students as they contribute volunteer hours throughout each academic year worth millions of dollars. Students are required to begin earning community service/outreach hours during the second semester of their freshman year. A minimum of 15 service hours must be completed at that time. Programs such as *Word Wizards*, which involves students who are enrolled in Reading 260 and Freshman Seminar classes, have proven invaluable to Turie T. Small Elementary School's movement from a state-rated F school to a state rated A school. Other Bethune-Cookman students tutor and mentor children at Westside Elementary School, David Hinson Elementary School, Campbell Middle School, Mainland High School, the Police Athletic League, the Mary McLeod Bethune Community Center, Daytona State College's Reach-out Program (CROP), Boys and Girls Clubs of America as well as after school and summer programs at the Richard V. Moore and John H. Dickerson Community Centers. Students in Free Enterprise (SIFE), a student organization of marketing majors, sponsor an annual Holiday Shop for the community's children each November. As a completely free service, accounting majors prepare individual federal income tax returns for community residents and their fellow students as a part of their Volunteer Income Tax Assistance (VITA) program.

The University is committed to the health of the community that surrounds it and has opened the doors of the Chambliss Wellness Center to community residents. The Center is housed on campus as a separate wing in the School of Nursing building. The Center is staffed by members of the University's School of Nursing. Through the Chambliss Wellness Center, community residents receive free health screenings, prevention information, and referrals to more specialized facilities as needed. Nursing students routinely sponsor blood drives, breast and prostate cancer screenings, and conduct community health fairs.

The University's commitment to Civic Participation and Social Responsibility is not confined to the efforts and activities of its students. Faculty members, staff, and administrators are committed to the axiom that, "service is the price you pay for the space you take."

Bethune-Cookman administrators, faculty, and staff volunteer their time to serve on the boards of various community agencies and institutions. They provide grant writing assistance to nonprofits and serve in leadership roles for such bodies as the "Friends," an organization that supports area public libraries.

RESEARCH

Bethune-Cookman University has built a reputation as an emerging center for research, particularly in the areas of the natural and social sciences. External funds, derived from contracts and grants from private foundations, as well as local, state, and federal agencies, are used to support the research, to provide stipends and research opportunities for students and faculty members, and to improve research facilities.

In addition, the University funds faculty research through grants made available through the Bethune-Cookman University Research Foundation. The University's Research Foundation Grant Program serves to stimulate and support faculty members' initial research prior to submission to external sources for funding. Some of the significant research efforts involve the University's service learning and civic engagement outreach programs, teaching and learning strategies, drug use prevention among youth, and instructional materials development in the basic skills, political activities, and sociological phenomena.

A National Science Foundation-funded undergraduate program known as STEM, supports faculty-initiated pilot research projects in the sciences, technology, engineering and mathematics (STEM) disciplines. Undergraduate students in the STEM disciplines receive research training and financial support for their various research activities.

Modern Language Research is done in the University's International Studies Abroad program; in International Business Languages and Cultures; in Foreign Language proficiency; and Foreign Language for Functional Uses in various career programs, such as Medical Personnel, Social Services, Business and Finance, as well as for Law Enforcement and teachers in multicultural classrooms.

Each academic school also requires their senior students to write a senior research paper. A faculty committee selects the best senior thesis paper from each school for publication in the Undergraduate Research Journal which is published by the University annually. The journal accomplishes the goals of showcasing graduating seniors and providing models of research and writing excellence for the larger student body.

Many of the University's faculty and staff members have distinguished themselves through work in their various disciplines and are renowned in their fields. Faculty members are (a) listed in some of the most prestigious publications including, but not limited to, *Who's Who in American Education* and *Who's Who in America*. University faculty members are also recipients of numerous awards and citations, including "keys" to various cities. Faculty members hold memberships in such professional societies and organizations as Phi Beta Kappa, Beta Kappa Psi, Pi Lambda Theta, Phi Kappa Phi, and the American Chemical Society. Both faculty members and students present their research findings at state, national, and international meetings and conferences.

THE UNIVERSITY POLICY ON ACADEMIC/RESEARCH HONESTY

The University takes an uncompromising position against plagiarism, the willful distortion of data and research findings, the deliberate misrepresentation of data and research findings, and the deliberate omission and falsification of data and research findings. The integrity of the institution must be protected at all costs and failure to adhere to the policy unnecessarily jeopardizes the academic and fiscal health of the university. This policy also extends to proposals submitted for external funding, papers presented as public presentations, written publications, and oral and written public address.

ACADEMIC PROGRAMS



Information regarding academic programming at the University is found on the following pages. Additional information may be obtained from the deans and department heads for each program. The University reserves the right to withdraw or modify any course or to change instructors of courses as deemed necessary. Class locations are included on the registration schedules that are provided to students each semester and are posted on the University's website.

DEGREES

Bethune-Cookman University confers the Master's Degrees in the following major field(s):

Masters of Science Degree in Transformative Leadership

Areas of Emphasis: Environmental Science (12 credits)
 Environmental Justice (12 credits)

Masters of Science in Integrated Environmental Science

CERTIFICATE PROGRAMS

Organizational Leadership (12 credits)

THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

The Bethune-Cookman University School of Graduate and Professional Studies provide outstanding learning opportunities for adult learners from diverse social, economic and educational backgrounds. To accomplish this mission and support the needs of adult learners, we are committed to providing the highest quality programs of instruction using the most current technology.

INSTITUTIONAL GRADUATE STUDENT LEARNING OUTCOMES

Vision:

Students will graduate from Bethune-Cookman University as transformative leaders with complex cognitive skills; practical knowledge and competency; an appreciation of human differences and commonalities; and an integrated sense of identity and civic responsibility that prepares them to live successfully within a multicultural and global community.

The graduate, as a transformative leader, will possess:

1. Complex cognitive skills

The graduate actively engages in critical reflection based on analysis, synthesis, and evaluation in experiences that promote positive transformation in fellow human beings. The graduate program integrates research methodology throughout the curriculum.

2. Practical knowledge and competency

When applying discipline-specific principles, the student will discriminate among possible solutions, selecting and supporting those that take into consideration societal impact, e.g., the health, safety, and empowerment of others.

3. An appreciation of human differences and commonalities

The graduate actively discriminates among positions, selecting and supporting those that empower fellow human beings. Across the curriculum, the student will demonstrate sensitivity and respect for human differences and commonalities in the various domains in which they occur including, but not limited to, differences by age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socio-economic status.

4. An integrated sense of identity and civic responsibility

The graduate actively defends positions that move global society in a direction that promotes self-worth, self-directed lifelong learning, social justice, and civic engagement. The graduate will demonstrate a passion for lifelong learning fostered by a holistic view of self-worth and the capacity to be a self-directed learner. When assigned to teams, graduates will share responsibility, analyze ideas, discern feasible solutions, build a consensus, and develop strategies for action and evaluation in defense of positions that move self and global society in a direction that promotes social justice and civic responsibility.

MASTER OF SCIENCE IN TRANSFORMATIVE LEADERSHIP (MSTL) STUDENT LEARNING OUTCOMES

The Master of Science in Transformative Leadership program, launched in August 2006, offers an innovative on-line course of study focusing on values-based leadership promotes change among diverse workforces and a global economy. The MSTL program is developed on a critical pedagogy that infuses Action Research throughout the curriculum by examining and contrasting management and leadership theories and concepts within contextual learning workplace settings. Students are expected to be self-directed learners with proficiencies and competencies in online technology.

Mission

Students completing the Master of Science in Transformative Leadership will demonstrate the ability to develop and enhance the personal and professional competencies of individuals to become transformative leaders within governmental, non-profit and business organizations, and who are prepared to help these organizations meet the challenges of global socio-economic reform and change.

Students completing the Master of Science in Transformative Leadership will demonstrate the following student learning outcomes. They will:

Leadership:

1. Recognize, articulate, analyze and apply theories, models, and practices from leadership paradigms and approaches, including transformative leadership. Students will be able to conceptualize classic and contemporary works in the discipline of leadership studies.
2. Recognize, articulate, analyze and apply theories, models, and practices from management and organizational paradigms and approaches within the framework of Action Research.
3. Demonstrate the interpersonal skills within an Action Research framework that build a shared leadership environment to facilitate organizational change.
4. Create a shared organizational vision based on data analysis of complex systems.
5. Demonstrate through oral & written use a command of key terminology used within the discipline.

Research Methodology:

1. Articulate the premises of action research as an active learning approach to research that is appropriate for systematic problem solving in the workplace.
2. Employ the data collection tools of quantitative and qualitative methods in the service of action research, e.g. interviews, documents, survey research, and standardized instruments.
3. Demonstrate critical inquiry, critical reflection, and advanced problem solving through the identification of a problem and the application of action research in search of solutions.
4. Implement the action research cycle which includes: Formulate an action research problem, select appropriate data collection and analysis tools, and evaluate research validity and present data in an understandable manner to a practitioner audience.

5. Explain that the implementation of an action research cycle of problem posing, data collection and analysis is the first step in the iterative process of active learning and collaborative problem solving for continuous improvement in the workplace.

Ethics:

1. Articulate, conceptualize, analyze and synthesize moral theories and classical approaches to ethics inclusive of teleological or deontological approaches, differing theories of justice, an ethics of solidarity, an ethics of rights, and a relationality-responsibility model for ethics.
2. Describe and analyze personal, local, national, and global situations in terms of the theories, models, paradigms and approaches to ethics.
3. Evaluate one's own social context and its influence on one's own moral beliefs and understandings.
4. Construct and articulate a rational/logical argument based in the literature of ethics that argues in favor or in opposition to a moral claim within the context of the action research thesis.

Globalism:

1. Identify, analyze, and evaluate how culture bound leadership and management theories impact the ability of a leader to make ethical decisions that are relevant to a global community.
2. Analyze and evaluate how the ethical dimensions of multicultural leadership affect organizations and the relevance of local decision-making to global issues.
3. Align personal and organizational leadership practices with the goals of multiculturalism to lead civic engagement efforts within the organization and global community.
4. Use effective cross cultural communication in order to collaborate and network across local, national, and/or global constituents within an action-research framework, focused on organizational and/or civic engagement efforts.

DEPARTMENT OF LEADERSHIP STUDIES

MASTER OF SCIENCE IN TRANSFORMATIVE LEADERSHIP

The Bethune-Cookman University master's program in Transformative Leadership is built upon the values of its founder, Dr. Mary McLeod Bethune in civic participation and social responsibility. The program trains leaders who can analyze the socio-economic and cultural forces producing rapid change, who are able to understand the impact of such change on various workplace environments, who will be innovative leaders within their workplace, and who can assist in moving their organizations forward to meet change productively and effectively.

The program provides a solid foundation in the theory and practice of civic participation and social responsibility in the historical and contemporary context at the national and international levels. It develops and enhances personal and professional skills in individuals who have or will assume a leadership role within the for-profit and non-profit, public and private sectors of the economy. Its interdisciplinary structure prepares leaders with the political, communication and advocacy skills needed to meet the challenges of a global economy.

M.S. in Transformative Leadership			
Residency I	3 Day Seminar		
Semester I: Foundations of Leadership	Lead 601: Leadership Theory, Principles and Practices	Lead 605: Critical Reflection & Transformative Leadership	Lead 613: Ethical Decision-making
Residency II	3 Day Seminar		
Semester II: Leadership Skills	Lead 615: Cognition, Communication & Behavior	Lead 640/641: Action Research I: Action Research Methodology	Lead 638: Data Collection, Analysis & Statistics
Residency III	3 Day Seminar		
Semester III: Organizational Leadership	Lead 611: Organizational Change & Dynamics	Lead 621: Leadership & Civic Engagement	Lead 645: Action Research II: Data Collection (OR) Lead 646: Actions Research II: IRB (AND) Lead 647: Action Research II: Implementation
Residency IV	3 Day Seminar		
Semester IV: Global Leadership	Lead 623: Social Justice in Multicultural Global Leadership	Lead 625: Special Topics in Leadership or Lead 525-531	Lead 650: Research III: Thesis Lead 651: Thesis Continuation

DEGREE REQUIREMENTS:

Thirty-six semester hours to include LEAD 601, 605, 611, 613, 615, 621, 623, 625, 638, 640, 645 (or 646/647), and 650 (plus one credit in 651 every semester until thesis completion).

Areas of Emphasis

Students who would like an integrated environmental science emphasis may substitute LEAD 612/ES 511 (replaces LEAD 605), LEAD 614/ES 613 (replaces LEAD 613), LEAD 641 (replaces LEAD 640), LEAD 620/ES 620 (replaces LEAD 621), and Lead 634/ES 635 (replaces LEAD 625). Students who would like an environmental justice emphasis may take LEAD 612/ES 511 (replaces LEAD 605), LEAD 614/ES 613 (replaces LEAD 613), ES 530 (replaces LEAD 625) and LEAD 620/ES 620 (replaces LEAD 621) and Lead 623.

Graduate Certificate Program

A graduate certificate in **Organizational Leadership** is offered for non degree status students who successfully complete the following four courses (12 credits): LEAD 601, LEAD 613, LEAD 611, and LEAD 623.

GRADUATION CRITERIA:

Graduate students must successfully complete the following assessment requirements to earn the M.S. in Transformative Leadership degree:

1. Maintain a 3.0 GPA or better
2. Complete 36 semester hours of graduate work
3. Successfully complete an action research thesis
4. Present and defend the action research thesis to a panel of reviewers

COURSE CURRICULUM:

The curriculum of the Master of Science in Transformative Leadership is planned around three themes and four levels. The three themes are: **Leadership, Ethics, and Action Research.**

The **Leadership** theme emphasizes the organizational and community aspects of leadership. Within this section, curricular emphasis is on educational, business, and political leadership and management theory. The post-industrial society's organizations are constantly exploring new and more effective ways of leading that respond to a new global ethic. Courses in transformative leadership and civic engagement will examine theories of leadership and management with respect to changes in society, such as, globalization, technology, diversity, and collective behaviors.

The **Ethics** theme emphasizes a continuous process of critical reflection that involves *identifying, abstracting, and synthesizing* leadership assumptions, customs and values through a critical pedagogical process which concentrates heavily on the ethics of Transformative Leadership. This theme begins in the course in Lead 605: Critical Reflection and Transformative Leadership. This course introduces the student to a pedagogy that emphasizes critical thinking and emancipatory learning. Through a focused,

academic inquiry into the traditional approaches to leadership, including the study of their own leadership styles, learners explore innovative and visionary leadership directions. Consistent with the emphasis on critical thinking, the course in ethical decision-making uses a case-study approach to consider with social and philosophical precision the ethics of Transformative Leadership. The course elaborates what it means to serve as transformative leaders focused on values such as justice, emancipation, and compassion. Finally, the course titled Social Justice for Multicultural Global Leadership considers how various understandings of justice relate to leadership in varied cultural contexts, with an emphasis on restorative justice and conflict resolution.

The final theme is **Action Research**. Students learn to lead change through data-based decision making. Students will select their action research topic based on research done in their work places. Action research is defined as a methodology which has the dual aims of action, i.e., bringing about change in the community or organization, and research, i.e., the process of scientifically analyzing by either a qualitative or a quantitative approach some problem in the organization. Action research optimally will begin a continuous process of re-evaluation of the problem or issue through planning, action, critique and feedback. The student will be led through his/her thesis by steps corresponding to semesters. The first step involves an overview of action research methodology and The second step entails classes on statistics and research methodology. The third step involves implementing the action research at the workplace through data gathering and application. The last step consists of analyzing the data and writing the thesis. Throughout the process, the student will have structured help from a faculty advisor.

In addition to **three themes**, the program has **four levels** associated with the semesters. The first semester involves introduction to the literature of leadership. The second semester introduces the student to the tools and methodology of action research. The third semester increases in breadth and complexity by including theoretical and applied coursework in organizational and community structures and processes. It is in the third semester that the student is expected to collect the data for his/her thesis. The final semester emphasizes transformation; the student studies the global community and begins to see himself/ herself as an ethical responsible contributing and effective leader. The student normally completes and defends his/her thesis during this semester. If additional time is needed, the student may sign up for a single credit of thesis continuation coursework in the subsequent semester.

The Master of Science in Transformative Leadership is an interdisciplinary degree which does not require a specific undergraduate course of study. Nevertheless, the coursework is substantially more demanding, requiring exceptional critical reflection, writing requirements, extensive reading assignments and an action research thesis that requires incorporation of course content into a workplace leadership situation.

Residencies: Students are required to attend the initial and mid-term Residencies at their own expense. Students may contact the School of Graduate and Professional Studies for a list of convenient hotels. If a student cannot attend the first residency, he or she will need to postpone enrollment until he or she can. Students missing the second or third Residency must have permission from the Dean of the School of Graduate Studies and must make arrangements for missed work. No student may miss more than one Residency.

COURSE DESCRIPTIONS:**LEVEL I: FOUNDATIONS OF LEADERSHIP**

The first semester emphasizes a foundation in the literature of leadership theory and critical thinking. The course content and the program pedagogy work together to prepare students to identify, analyze, and evaluate issues and problems of leadership within organizations.

Residency I:

The initial Residency requirement is held for three days prior to the beginning of the semester (Thursday through Saturday). The residency is held either on the Bethune-Cookman campus or at a corporate site. During this residency period, the student takes a leadership inventory, attends seminars and presentations by faculty members, fellow graduate students, and invited speakers, and begins work on his/her action research problem. There is also an orientation to Blackboard, the competencies required for online learning, the library online facilities, and an overview of the research process. At the end of this intense residency, the student will have created a bond with faculty members and fellow students in his/her cohort and will be equipped with the technological skills to be efficient and effective in the online course work.

Mid-Term Residencies are held each semester for two days, Friday and Saturday as noted in the Academic Calendar.

LEAD 601: Seminar: Leadership Theory, Principles and Practices (3 semester hours)

In this foundational course, students will read, discuss, and analyze seminal works in leadership theory. Emphasis is placed on reading, reflecting and critiquing the various philosophies, schools and genre of leadership theory. Contemporary problems and issues will be analyzed in terms of the contrasting approaches of the leadership theorists.

LEAD 605: Critical Reflection & Transformative Leadership. (3 semester hours)

The purpose of this course is to explore and analyze the ways in which critical thinking and emancipatory education shapes and transforms leaders. Students will examine the practices and processes associated with transformative/emancipatory learning theory related to the construction of the meaning of leadership grounded in human experiences. This course is based in the literature of adult education and integrates the theory and philosophy of that discipline to the practice of leadership in the workplace.

(OR)**LEAD 612 (ES 511):** Organization of Natural Systems (3 semester hours)

This course is an integrated survey of the design, function, and maintenance of ecological ("natural") systems; their organization, structure, continuity, and changes regardless of spatial or temporal scales. The topic will be explored from a systems theory perspective, will draw heavily from resilience management concepts, and will add historic, economic, and sociopolitical information to place these systems into the larger contextual paradigm of the socio-ecological system. Among the aspects of ecological systems to be emphasized will be their diversity, the

interaction of their parts, their development and change over time, and their sustainability in the face of natural fluctuations and externally applied disturbance. (IES track)

LEAD 613: Ethical Decision-making (3 semester hours)

This course provides students with a variety of theoretical perspectives and tools to be used in resolving ethical dilemmas typically found in professional life, and to challenge students to apply these tools on a case-by-case basis. By surveying various ethical perspectives, both religious and philosophical, such as virtue ethics, deontological ethics, utilitarianism, and pragmatism, without endorsing any single approach to ethical decision-making, the course will challenge students to think critically about their own ethical stances. The course will employ a case-study approach to ethical decision-making. Students will be evaluated on the basis of how well they understand and consistently and reasonably employ their chosen approach to ethical decision-making.

(OR)

LEAD 614/ES 613: Environmental Ethics/Justice

This course will provide an advanced study, in methodological terms, of the application of morals/ethics to environmental issues (understood in social, ecological and economic terms). As our approach to the environment necessarily involves judgments of the value and “correctness” of our manipulations and modifications to our surroundings, as these judgments are necessarily based on a viewpoint of our relationship to our surroundings and the value we place in them, and as these manipulations and modifications necessarily involve issues of fairness and generational equity, the course will provide you with a number of techniques and viewpoints from which you can develop your own ethical approach to environmental issues and evaluate options that will be placed before you in your lives. (IES track)

LEAD 632: Internship (1-6 semester hours)

This course is intended for students who are not presently employed or who cannot accomplish the action research thesis project at their present place of employment. Internship credits cannot be used to satisfy the 36 semester hour requirement for the M.S. in Transformative Leadership.

LEVEL II: LEADERSHIP SKILLS

The second semester emphasizes developing the interpersonal leadership skills needed for leadership and the quantitative and qualitative skills required to do action research.

Residency II:

The second residency is scheduled for three (3) days, Thursday, Friday and Saturday. During this residency, students meet with their professors and begin their semester coursework. Students also meet with students beginning their initial residency to listen to invited speakers. Finally, students will meet with their thesis advisors for instruction and approval of research design.

Mid-Term Residencies are held each semester for two days, Friday and Saturday as noted in the Academic Calendar.

LEAD 615: Cognition, Communication, and Behavior (3 semester hours)

In this course, the student studies leadership theory with a concentration on cognitive style and psycho-neurological aspects of a leader's performance, behavioral aspects of leadership including the use of power, aggressive versus avoidant tendencies and security issues, the communications styles of leaders including clarity of intention, and relationship theory. The student studies the interaction of these factors through readings from the literature of leadership, psychology, communication and adult education. Critical reflection will be introduced through the use of case studies and other readings to challenge the students to resolve ethical issues while analyzing the interpersonal communication and behavioral responses of the actors in the case studies.

LEAD 638: Data Collection, Analysis and Statistics (3 semester hours)

This course will provide students a foundation in methods and techniques of survey research, statistics and quantitative analysis of leadership problems and events. This course works in conjunction with LEAD 640, 645 and 650 to develop the tools needed by the student to complete his/her action research.

LEAD 640: Action Research I: Technology and Research Methods (3 semester hours)

This course will provide the student with an overview of Action Research methodology, both quantitative and qualitative with an emphasis on qualitative methods. In this course the student will identify his/her thesis problem and begin the literature review.

(OR)

LEAD 641: Research I: Environmental Information Systems/Methodology.

In this course, students will survey, explore and utilize the vast network of environmental databases and informative reports which focuses on environmental issues and their impact on human health and societal issues well-being. The course will also introduce to students the concepts, physical characteristics and applications of geographic information system, remote sensing, dynamics simulations, and statistical modeling. This powerful mega-tool often referred to as environmental informatics (or eco-informatics) is essential to environmental management, planning and disaster control and water resource management.

LEVEL III: ORGANIZATIONAL LEADERSHIP

In these courses, focus will be placed on leadership within organizations and communities.

Residency III:

The third residency will be scheduled for three (3) days, Thursday, Friday and Saturday. During this residency, students meet with their professors and begin their semester coursework. Students also

meet with students beginning their initial residency to listen to invited speakers. Finally, students will meet with their thesis advisors for consultation on the thesis.

Mid-Term Residencies are held each semester for two days, Friday and Saturday as noted in the Academic Calendar.

LEAD 611: Organizational Change and Dynamics (3 semester hours)

This course will introduce the student to the literature of organizational theory, management, and systems theory, while differentiating between the transactional and transformative leader. Emphasis is placed on learners gaining an integrated perspective of systems theory and developing capabilities enabling strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations. Organizations are undergoing constant change, and the people working within these systems need tools for leading under all circumstances. This course will provide information on the leadership challenges faced in both stable and dynamic organizational environments. The importance of ethical decision-making in the role of the transformative leader will be analyzed through case studies related to explore management/leadership issues.

LEAD 621: Leadership and Civic Engagement (3 semester hours)

This course brings together concepts from organizational theory, ethics, public policy and service learning, to create a course where the student integrates his or her program into a united whole through readings, action research applications, experiential reflections, and interactive dialogue. This course works in conjunction with all other courses to analyze, synthesize, and evaluate issues, concepts and ideas as they promote active leadership. Through a process of critical reflection, classical and modern writers will be subjected to scrutiny, with the goal of assisting students to arrive at interpretive frames more adequate to adult life experience. The course will connect cognitive processes with experiential affects through a community service project.

(OR)

LEAD 620/ES 620: Advanced Environmental Economics

This course provides a comprehensive overview of the economics of national, international, and global environmental problems. A unifying theme throughout is sustainable development, defined here in economic terms as “maximizing the net benefits of economic development while maintaining the services and quality of natural resources over time”. We will use economic reasoning to examine causes and consequences of environmental and resource problems, and measures for dealing with them. (IES track)

LEAD 645: Action Research II: Implementation (3 semester hours)

In this course, the student will integrate and apply knowledge and skills acquired in his/her courses to the community or work environment. The thesis construct developed in the earlier semesters will be implemented through data gathering within the workplace.

(Note: This course is only open to students who have completed and received approval of their IRB.)

(OR)

LEAD 646: Action Research II: IRB (1 semester hours)

This course provides an opportunity for graduate students to participate in ongoing thesis advisement and supervision to prepare the IRB Application. If the student receives an “incomplete” grade in this course, the student may not proceed to LEAD 647.

(AND)

LEAD 647: Action Research II: Data Collection (2 semester hours)

In this course the student will collect and analyze his or her data for the thesis. If the student receives an “incomplete” grade in this course, the student may not register for LEAD 650.

LEVEL IV: GLOBAL LEADERSHIP

It is in the fourth semester that leadership transformation and its impact on society is fully developed. Coursework in this semester emphasizes the ability of a leader to see beyond traditional boundaries and barriers to a changing world where all peoples and economies are intricately bound together in a virtual universe.

Residency IV:

The fourth residency will be scheduled for three (3) days, Thursday, Friday and Saturday. Students will meet with students in other cohorts to listen to invited speakers, and will meet with their advisors for consultation on the thesis.

Mid-Term Residencies are held each semester for two days, Friday and Saturday as noted in the Academic Calendar.

LEAD 623: Social Justice for Multicultural Global Leadership (3 semester hours)

This course discusses the cultural values, norms, and significant issues of both national and international actors, governments and nonprofit organizations with regard to the role of leadership in multi-cultural and global decision-making. There is an emphasis on the impact of innovations in transportation, communication and virtual reality that are breaking down borders between peoples across nation-states. The consequence of a “flat earth” on traditional cultural ideologies and perspectives is explored with regard to ethical decision-making and transformative leadership.

(OR)

LEAD 630/ES 550: Earth Systems, Ecology and Human Health (3 semester hours)

In this course, students will examine the release and transport and fate of chemical and biological pollutants. Reports of environmental injury to living organisms and human health will be reviewed and analyzed from a global perspective.

LEAD 625: Seminar: Special Topics in Transformative Leadership (3 semester hours)

This course will be a capstone seminar. It is based on the coursework, background and research of the students. Topics for the seminar will be based on the background and career aspirations of the students in the cohort.

(OR)

LEAD 634/ES 635: Advanced Environmental Technology (3 semester hours)

In this course, students will conduct a survey of recently developed and developing processes and products intended to remove or prevent pollution of natural systems. The development of alternative energy sources will be included.

LEAD 650: Action Research III: Thesis (3 semester hours)

In this course the student will complete the work and writing of his/her thesis. Credit will be given upon successful defense of the thesis. If the student does not complete the successful defense of the thesis, then the grade will be a "P" for passing if a draft of the thesis is successfully completed and the student enrolls in the optional course Lead 651.

LEAD 651: Action Research III: Thesis Continuation (1 semester hours)

In this course the student will continue the work and writing of his/her thesis. Credit will be given upon successful defense of the thesis.

500 Level Elective Courses

LEAD 500: Writing Across the Curriculum

This interdisciplinary course provides an opportunity for students to engage in intensive scholarly writing activities designed to develop and enhance writing skills while also developing critical thinking, and research skills. These transferrable skills can be used in furthering the development of leadership skills, curriculum-related writing instruction, class assignments, research and analysis projects, and thesis development. Students are expected to already have and be able to use basic writing skills that will be sharpened by participation in this course. 3 cr.

LEAD 513: Advanced Professional Ethics (General professional ethics)

The course offers an in-depth examination of ethical standards and legal requirements specifically related to professional ethics. Grounded in advanced moral theory, the course will challenge students to think critically about their own ethical stances toward the informed employment of established codes of conduct and ethical decision making. Students will synthesize course concepts in order to elaborate how their professional ethics and moral decisions relate to larger social issues. 3 cr.

LEAD 514: Professional Code of Ethics (for field of Psychology)

The course offers an in-depth examination of normative, codified ethical standards and legal requirements specifically related to the clinical practice of psychology, counseling or psychological research. Students will explore course concepts in order to suggest how their professional ethics relates to larger social issues. 3 cr.

LEAD 529: Special Topics: Professional Development Seminar

The primary purpose of this course is to promote reflective thinking practices for empowerment in leadership decision-making in educational environments. Through ongoing professional seminars and engagement in a variety of professional workshops on topics related to education, students will develop the ability to self-evaluate and reflect on experiences for personal and professional development. Students in this course will also develop a seminar portfolio. 3 cr.

LEAD 530: Special Topics: Constitutional Law and Policy

This course is a survey of constitutional law emphasizing civil rights and individual liberties. This course provides both traditional and multimedia instruction to promote the application of constitutional law frameworks for criminal justice procedures and civil right policies, to enable student proficiencies in the scholarly study of law and its application. Although not writing intensive, this course may be somewhat demanding in terms of reading and thinking. 3 cr.

LEAD 531: Special Topics: Criminal Law and Policy

This course is a study of criminal law in the United States; it specifically covers federal and state criminal law. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order. 3 cr.

ES 510: Organization of Human Systems

An integrated survey of the design and function of anthropogenic systems from scientific, historic, economic, and sociopolitical perspectives, with particular emphasis on managed and altered systems, their creation and maintenance, and issues of sustainability. 3 cr.

ES 511: Organization of Natural Systems

An integrated survey of the design and function of non-anthropogenic systems from scientific, historic, economic, and sociopolitical perspectives, with particular emphasis on ecosystems and diversity, their development and changes over time, and issues of sustainability. 3 cr.

ES530: Environmental Policy and Risk Management

An advanced review of the topics, issues, influences, and approaches used to address the political and legal aspects of environmental issues, with an emphasis on methods to identify and manage environmental risk over both the short term and long term. Slash Course. 2 cr.

ACTION RESEARCH

Assignments and coursework should incorporate to the greatest extent possible action research and collaborative learning to facilitate the higher levels of cognitive processes including application, analysis, synthesis and evaluation.

ONLINE TIME MANAGEMENT

As a general rule, the student should spend at least two hours studying for every course credit hour. For online coursework, the student is expected to spend even more time studying in order to infuse readings, reflection and application into the workplace or internship. Online courses require organization and dedication. Students should expect to spend some time every day online and in study.

Procrastination will lead to failure because of the intense reading, writing and response requirements. If a student finds himself/herself behind in a course, it is incumbent upon him/her to contact the instructor immediately, in order to work out a plan to catch up. Graduate students will be required to sign a Statement of Integrity, ensuring that all online work is that of their own, including online reflection/discussion sessions and advisement opportunities with Graduate school faculty.

DEPARTMENT OF INTEGRATED ENVIRONMENTAL SCIENCE

MASTER OF SCIENCE IN INTEGRATED ENVIRONMENTAL SCIENCE (IES) STUDENT LEARNING OUTCOMES

The Master of Science in Integrated Environmental Science uses a science core to train students in the critical thinking necessary to test and evaluate data, methodological courses to understand the behavior of natural systems and humanity's role within them, and a set of increasingly integrated courses to teach students how to combine scientific data with other types of information necessary to address modern environmental issues.

Students completing the Master of Science in Integrated Environmental Science will demonstrate the following student learning outcomes. They will:

1. Acquire, Analyze, and Critique Advanced Knowledge of the Structure and Function of Ecological Systems. Students will understand the organization of ecological systems and will be able to explain the interaction of organisms with other organisms from multiple perspectives and scales.
2. Acquire, Analyze, and Critique Advanced Knowledge of the Structure and Function of Human Systems. Students will understand the organization of human socio-economic and urban systems and be able to explain the interaction of organisms with human socio-economic and urban systems from multiple perspectives and scales.
3. Acquire, Analyze, and Critique Practical Knowledge of the Interaction between Human and Natural Systems as Pertains to Environmental Concerns. Students will understand the existing or potential impacts of human activities on ecological systems, both on smaller scales and holistically. Students will understand the impact of ecological systems and their changes on human actions, both on smaller scales and holistically. Students will utilize basic mathematical, analytical, and technological tools for characterizing and measuring environmental systems and understand, interpret, and critique arguments pertaining to environmental issues.
4. Develop Methodological or Research-based Strategies to Address the Management and Mitigation of Human Impacts on Environmental Systems. Students will demonstrate knowledge of the various strategies used to evaluate the costs and benefits of human activities in order to make environmental decisions, including scientific, socio-economic, political, and ethical approaches. Students will understand approaches to the management and manipulation of human impacts, including their strengths and weaknesses, will apply the various environmental methods and theories learned within an application setting, and effectively carry out new research and/or application of existing methodology to an environmental issue.

DEPARTMENT OF INTEGRATED ENVIRONMENTAL STUDIES

Master of Science in Integrated Environmental Studies		
<u>Semester 1: Systems Structure and Function</u>	Organization of Human Systems	(3)
	Organization of Natural Systems	(3)
	Coastal Environmental Science* ^a	(3)
<u>Semester 2: Tools for Addressing Environmental Issues</u>	GIS and Remote Sensing* ^b -or-	(3)
	Environmental Modeling* ^b	(3)
	Experimental Design ^c	(3)
	Statistics and Numerical Analysis ^c	(3)
<u>Semester 3: Identifying Impacts and Issues</u>	Advanced Environmental Economics*	(2)
	Toxicology and Risk Assessment (non-lab)	(2)
	Environmental Ethics ^c	(2)
	Environmental Seminar I ^{de}	(1)
	(External Research Presentation/Literature Review and Critique)	
<u>Semester 4: Management and Remediation of Impacts</u>	Environmental Restoration* ^b	(2)
	Ecosystem Management* ^b	(2)
	Environmental Policy and Law	(2)
	Environmental Seminar II ^e	(1)
	(Faculty/Student Research Presentation and Critique)	
<i>(*project course: can select one of the marked courses for a project in any one semester. All projects will be performed in association with a local resource manager, practitioner, or similar in a Service Learning format)</i>		
<i>In addition, a minimum of 6 hours of credited thesis work is required for the MS degree.</i>		

DEGREE REQUIREMENTS:

30 credits coursework + 2 credits seminar + 6 credits (minimum) thesis = 38 Credits Minimum

Curriculum Notes:

- a) Course will link topics in the first two courses and identify impacts and feedbacks
- b) One of the two courses in each semester will be chosen for a service-based project, based on the best opportunity available for that semester/year.
- c) Curriculum involves both natural and social science perspectives

- d) Seminar 1 will be a way to expose students and faculty to researchers and practitioners working locally and across the country.
- e) All graduate students will be required to participate in all seminars every semester, but only the scheduled cohort of students will be graded.

COURSE DESCRIPTIONS:

DEP	#	COURSE	CR	DESCRIPTION
ES	501	Environmental Seminar I	1	A graduate seminar course focusing on external research presentations, literature review, and critique. 1 cr.
ES	502	Environmental Seminar II	1	A graduate seminar course focusing on faculty and student research presentations and critique. 1 cr.
ES	510	Organization of Human Systems	3	An integrated survey of the design and function of anthropogenic systems from scientific, historic, economic, and sociopolitical perspectives, with particular emphasis on managed and altered systems, their creation and maintenance, and issues of sustainability. 3 cr.
ES	511	Organization of Natural Systems	3	An integrated survey of the design and function of non-anthropogenic systems from scientific, historic, economic, and sociopolitical perspectives, with particular emphasis on ecosystems and diversity, their development and changes over time, and issues of sustainability. 3 cr.
ES	530	Environmental Policy and Risk Management	2	An advanced review of the topics, issues, influences, and approaches used to address the political and legal aspects of environmental issues, with an emphasis on methods to identify and manage environmental risk over both the short term and long term. Slash Course. 2 cr.
ES	550	Ecosystem Management	2	A project-based service learning course involving the theory and practice of managing complex natural systems, the control of human impacts upon them, and the development and achievement of functional goals for their maintenance from interdisciplinary and higher order ecosystem management perspectives. Slash Course. 2 cr.
ES	603	Experimental Design	3	A study of basic approaches to the design of environmental experiments and studies, including issues of randomization, balance, multivariable designs, comparison/contrast, sample size, blocking and nesting, and random and fixed effects. 3 cr.
ES	605	Environmental Modeling	3	An introduction to the major types of environmental models, including modeling theory and the conceptual and numerical methodologies used for modeling environmental systems. 3 cr.
ES	613	Advanced Environmental Ethics	2	An advanced study, in methodological terms, of the application of morals/ethics to environmental issues (understood in social, ecological and economic terms). 2 cr.
ES	614	Coastal Environmental Science	3	A study of the interactions of human and ecological systems at the land-ocean interface, including population and near-shore ocean dynamics, human impacts in the coastal zone, and their measure and mitigation. 3 cr.

DEP	#	COURSE	CR	DESCRIPTION
ES	620	Advanced Environmental Economics	3	A study of the application of environmental and ecological economics to environmental problems, including issues of resource depletion, pollution, sustainable development, environmental accounting (input-output analysis), market limits, and issues of environmental governance. 3 cr.
ES	631	Statistics and Numerical Analysis	3	A study of the design and utilization of advanced statistical methods for the large scale, field-based experimental designs and research projects commonly encountered in Environmental Science. 3 cr.
ES	635	Advanced GIS and Remote Sensing	3	An advanced methods and theory course on the use of remote sensing and associated Geographic Information Systems in environmental science, with particular emphasis on application to field data collection and large-scale environmental issues. 3 cr.
ES	641	Toxicology and Risk Assessment	2	A non-lab course for managers and practitioners focusing on the application of toxicological and risk assessment principles as they apply to environmental systems and environmental policy. 2 cr.
ES	651	Environmental Restoration	2	An exploration of advanced theory and methodology for the maintenance and restoration of aquatic and terrestrial systems, including issues of sustainability. 2 cr.
ES	695	Special Problems in Integrated Environmental Science	3	A variable-format course addressing an issue in environmental science of current significance from an interdisciplinary or higher-order perspective. 3 cr.
ES	699	IES Thesis	1-9	A variable-credit course for students working to complete their thesis requirements. Variable 1-9 cr.

Career Paths

The bulk of emerging professional environmental scientists are employed in municipal, state or federal agencies which are organized to protect our environment, be it as field scientists, policy developers, site managers, or public liaison officers. Similar opportunities also exist in the numerous NGOs that work on environmental issues. In addition, a better-informed general population is now also demanding more measurable corporate responses to environmental issues. Corporations, therefore, also are hiring or contracting for expertise in environmental science, policy, and management.

The IES Department already has functional connections with several national and state resource management agencies, including NOAA, USDA, and the state DEP. These agencies provide field opportunities, internships, and pathways to employment. The department's local service learning field sites at Blue Spring State Park and Guana Tolomato Matanzas National Estuarine Research Reserve also provide local connections to employment opportunities.

COMPUTING SERVICES AND RESOURCES

OFFICE OF INSTRUCTIONAL TECHNOLOGY

The Office of Instructional Technology implements the effective use of technology for the School of Graduate and Professional Studies. Its operating framework is designed to enhance teaching and learning for students and faculty with administrative support through online learning. The Office of Instructional Technology works to create a more student-centered environment in order to prepare students for the information age and a global society while increasing interdisciplinary collaboration.

THE GRADUATE COUNCIL

The Graduate Council is responsible for admission policy requirements; graduation requirements; curriculum and course approval; qualifications of graduate faculty; records; transfer credit; and all other relevant policies or standards (including student grade appeals). The voting membership shall consist of representatives from all academic schools, the registrar, the director of the library, the President of the Faculty Association, graduate department heads, graduate Assessment Coordinator, two graduate student representatives, and the Dean of the School of Graduate and Professional Studies.

ALUMNI RELATIONS

Recognizing that the success of Bethune-Cookman University is directly related to the commitment and enthusiasm of its graduates, the Office of Alumni Relations helps B-CU graduates stay connected to their classmates and the University.

Alumni Relations coordinates class reunions and alumni activities during Homecoming, the Florida Classic, Commencement, and other special events. The Office of Alumni Relations also communicates important campus news to alumni and maintains a database of all B-CU graduates which can be updated through the B-CU website. Additionally, the Office of Alumni Relations encourages all alumni to support B-CU through participation in fundraising efforts. Alumni played a key role in raising funds for the future Larry R. Handfield Athletic Training Center.

There are a number of opportunities for B-CU graduates to take an active role in alumni affairs which are coordinated through the Office of Alumni Relations. These include becoming class agents, mentors or volunteer recruiters.

Current students are encouraged to participate in the Pre-Alumni Council, an undergraduate networking unit of the National Alumni Council of the United Negro College Fund. The major purposes of the Pre-Alumni Council are to expose undergraduates to the role alumni play in sustaining the mission of the University, to train students in basic fundraising techniques, and to provide opportunities to experience fundraising activities that support B-CU. Each year, a Miss Pre-Alumni is selected to represent the university at the annual conference of the National Pre- Alumni Council and National Alumni Council of the United Negro College Fund.

The director of alumni relations serves as the University's liaison with the B-CU National Alumni Association, an independent 501c3 organization that plays an important role by supporting the mission of the University and strengthening the bonds alumni have with each other and the institution. Through fundraising initiatives like the Life Membership Campaign, the annual Ms. Alumna Contest, and targeted efforts to increase alumni contributions, the National Alumni Association (NAA) helps meet the needs of today's students. The NAA also helps to find future B-CU students through a variety of recruiting efforts at the local chapter level.

(Revised – June 30, 2009)

BOARD OF TRUSTEES MEMBERSHIP DIRECTORY

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<p>Mr. Joe Petrock Executive Director HH Foundation/Government Relations Halifax Health Daytona Beach, FL</p>	<p>Rev. Dr. Eugene Zimmerman Minister Orlando, FL</p>	
<p>Mr. Alexis Pugh Winter Park, FL</p>		TRUSTEE EMERITI
<p>Dr. Lee Rhyant Executive Vice President and General Manager Lockheed Martin Aeronautics Company Marietta, GA</p>	EX-OFFICIO MEMBERS	<p>Mr. Burney Bivens, Esquire Bivens, Jones & Associates Orange Park, FL</p>
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<p>Mr. John J. Schroepfer Retired Vice President Investments UBS Financial Services, Inc. Newberry, FL</p>	<p>Ms Sharon Luther Lay Leader Florida Conference of The United Methodist Church Winter Park, FL</p>	<p>Mrs. Lee Bryan President Emerita B-CU National Alumni Association Orlando. FL</p>
<p>Dr. Linda F. Well, Esquire Winder mere, FL</p>	<p>Dr. Trudie Kibbe Reed President Bethune-Cookman University Daytona Beach, FL</p>	<p>Mr. Robert C. Carter President and Owner S.S. Designs, Inc. Winter Haven, FL</p>
<p>Bishop Timothy Whitaker Bishop Florida Conference of The United Methodist Church Lakeland, FL</p>	<p>Rev. Dr. Wayne D. Wiatt District Superintendent East Central District Florida Conference of The United Methodist Church Orlando, FL</p>	<p>Mr. Charles W. Courtoy Maggie Valley, NC</p>

<p>Dr. Nathaniel Davis Retired Educator Jacksonville, FL</p>	<p>Dr. L. Gale Lemerand LGL Management, Inc. Ormond Beach, FL</p>	<p>Mrs. Brenda Schofield Long Island City, NY</p>
<p>Bishop Robert E. Fannin Alabama Conference, UMC Birmingham, AL</p>	<p>Dr. J. Stanley Marshall Vice Chair & Founding Chairman The James Madison Institute Tallahassee, FL</p>	<p>Rev. Hilton O. Smith Senior Vice President Turner Construction Cleveland, OH</p>
<p>Rev. Dr. McCoy Gibbs Minister Emeritus Morrison United Methodist Church Leesburg, FL</p>	<p>Dr. Mary Alice Massey Jacksonville, FL</p>	<p>Mr. William Giles Talley, Jr. President Talley Box Company, Ltd. Leesburg, FL</p>
<p>Mr. James R. Gregg Investor Leesburg, FL</p>	<p>Dr. La-Doris McClaney CEO McClaney Enterprises Los Angeles, CA</p>	<p>Ms Evelyn B. Walker President/ National Alumni Association Pensacola, FL</p>
<p>Mr. David R. Hochstetler Retired Banker Ormond Beach, FL</p>	<p>Dr. Margaret McPhillips Ormond Beach, FL</p>	
<p>Dr. Wendell P. Holmes, Jr. Chairman Emeritus Holmes Funeral Home Jacksonville, FL</p>	<p>Mrs. Jacqueline Mongal President Emeritus B-CU National Alumni Association Daytona Beach, FL</p>	
<p>Bishop James Llyod Knox Retired Bishop UMC Gladsen, AL</p>	<p>Dr. Patrick David Roberts Physician Nassau, Bahamas</p>	
<p>Mr. Michael P. Johnson Senior Vice President and Chief Administrative Officer Tulsa, OK</p>	<p>Rev. Philip H. Roughton Pastor Christ Church Ft. Lauderdale, FL</p>	
<p>Mr. F. Michael Kyle Vice President Customer Service Technical Services Group Cablevision Shelton, CT</p>	<p>Mrs. Kathleen C. Rydell Tampa, FL</p>	

OFFICERS OF THE ADMINISTRATION

REED, Trudie Kibbe, University President; BA, MSSW, University of Texas; MA, Ed.D., Columbia University.

CABINET

MCCOY, Dorcas, Acting Vice-President for Academic Affairs, School of Social Sciences/Assistant Professor of Political Science; B.S., M.S., Florida A&M University; Ph.D., Washington State University

MONTGOMERY, E. Dean, Executive Vice President for Administration and Finance; BS, Benedict College; MS, Webster University.

PATTERSON, Franklin, Chief Information Officer; BS, Johnson C. Smith University; MBA, Queens University.

POWELL, Hiram, Vice President for Institutional Advancement; BS, Bethune-Cookman College; MFA, University of Florida; PhD & Certificate in Computers and Electronic Music, Florida State University.

SHACKLEFORD, Ray, Vice President for Institutional Effectiveness; Assistant Professor of Environmental Science; BS, Florida Agricultural and Mechanical University; Master of Public Health, University of Alabama at Birmingham; PhD, Florida State University.

WARMACK, Dwaun, Vice President for Student Affairs.

WALTER, Willis, Vice President for Institutional Research, Planning, and Accreditation; BS, Florida A & M University, MS, PhD, University of Alabama.

FACULTY

PIETY-NOWELL, Sharon (1999) Dean, School of Graduate and Professional Studies; B.S., Middle Tennessee State College; M.A., George Peabody College for Teachers (Vanderbilt University); Ed.D., Columbia University.

LEADERSHIP STUDIES

BALL, Cecily J. (2008) Programs Coordinator for Graduate and Professional Studies, Assistant Professor of Leadership Studies; B.A., Elementary Education, 2000, Columbia College; M.Ed., Divergent Learning, 2001, Columbia College; Ph.D., Elementary Education, 2006, University of South Carolina.

FRAZIER, Darryl. (2009). Assistant Professor of Leadership Studies; B.S., Criminal Justice, 1993, Florida A&M University; M.A., Public Administration, 1996, The Florida State University; Ph.D., Education, 2004, Nova Southeastern University.

HUMPHREYS, Michael. (2006) Assistant Professor/Dept. Head of Leadership Studies; B.S., Physical Science; May, 1983, U. S. Coast Guard Academy; M. Div., May, 2000, M. Phil., 2004, Drew University; Ph. D., 2006, Drew University.

PATEL, Ranjna K., (1976) Director of Accelerated Business Administration Degree (ABAD) program/Professor of Leadership Studies; B.com., M.com., M.S., University of Baroda, India; D.B.A., Kent State University.

INTEGRATED ENVIRONMENTAL SCIENCE

CHO, Hyun Jung (2011) Associate Professor of Integrated Environmental Science; Ph.D. Conservation Biology, University of New Orleans; M.S. Biology, University of New Orleans.

HUMPHREYS, Michael (2006) Assistant Professor of Leadership Studies and Leadership Studies Department Head; B.S., Physical Science; U. S. Coast Guard Academy; M. Div., M. Phil., Drew University; Ph. D., Drew University.

KIDD, Charles (2010) Associate Professor, Integrated Environmental Science; M.S. Sanitary Engineering and Industrial Hygiene, University of Michigan; M.S. Radiological Health Physics, University of Michigan; Ph.D., Environmental Health Sciences, University of Michigan

NASR, Mamdouh (2010) Associate Professor, Integrated Environmental Science; MS Agricultural Economics, Ain Shams University, Egypt; PhD Agricultural Economics, U. Goettingen, Germany.

REITER, Michael (2007) Director of Integrated Environmental Science, Associate Professor, Integrated Environmental Science; BS Biology: Muskingum College, New Concord, Ohio (computer science and speech/communications minors, environmental science bridge program); MS Biology (Ecology): Kent State University, Kent, OH, Ph.D. Environmental Sciences: The University of Virginia, Charlottesville.

GRADUATE COUNCIL

BALL, Cecily J. (2008) Chair, Programs Coordinator for Graduate and Professional Studies, Assistant Professor of Leadership Studies; B.A., Elementary Education, 2000, Columbia College; M.Ed., Divergent Learning, 2001, Columbia College; Ph.D., Elementary Education, 2006, University of South Carolina.

BROOKS, James (1996) Dean, School of Arts and Humanities; Assistant Professor of Religion and Philosophy; BA, Morris Harvey College; MDiv, Howard University; PhD, University of Denver

FRECKLETON, Deborah (1995) President of Faculty Association; Director of Faculty Development/Assistant Professor of Reading; BA, City College, CUNY; MPA, New York University; MS, Adelphi University; EdD, Nova Southeastern University

JOHNSON, Carol (2006) Dean, School of Education/Associate Professor of Education: BA, University of South Carolina-Coastal Carolina; MEd, Francis Marion University; PhD, University of South Carolina

LONG, Aubrey (1989) Dean, School of Business/Professor of Business; BS, Lane College; MS, University of Tennessee; PhD, Ohio State University

LUCAS-YOUMANS, Tasha, (2005) Director of Carl S. Swisher Library and Learning Resources Center/Instructor; BS, University of Southern Mississippi; MLS, University of Southern Mississippi

PAYTON, Ian (1992) Acting Dean, School of Social Sciences, Associate Professor of Psychology; BS, State University of New York at Plattsburg; MEd, University of Rochester; EdD, University of North Colorado

PIETY-NOWELL, Sharon (1999) Dean, School of Graduate and Professional Studies; B.S., Middle Tennessee State College; M.A., George Peabody College for Teachers (Vanderbilt University); Ed.D., Columbia University.

REDD, Annie, University Registrar

SESSIONS, Willie Mae (1989) Interim Dean, School of Nursing, Assistant Professor of Nursing; BS, Bethune-Cookman; MSN University of Florida; DNP, University of South Florida

THOMPSON, Herbert (1985) Dean, School of Science, Engineering, and Mathematics , Professor of Biology; BS, Bethune-Cookman College; MS & PhD, Atlanta University

REITER, Michael (2007) Director of Integrated Environmental Science, Associate Professor, Integrated Environmental Science; BS Biology, 1981: Muskingum College, New Concord, Ohio (computer science and speech/communications minors, environmental science bridge program); MS Biology (Ecology), 1983: Kent State University, Kent, OH, Ph.D. Environmental Sciences, 1988: The University of Virginia, Charlottesville.

Graduate Student Representatives (2)

GRADUATE STUDIES STAFF

GAMBLE, Karen L. (2005) Coordinator of Instructional Technology, School of Graduate and Professional Studies; B.S., George Mason University, M.I.S. National-Louis University

GARY-JOHNSON, Janet (2011) Support Services Coordinator, Med Educational Leadership, Florida A&M University; BS, Florida A&M University

LUCAS, Sonja (2004) Director of Graduate Recruitment, Admissions and Public Relations, School of Graduate and Professional Studies; B.A., Bethune-Cookman College

TAYLOR, Katrina (2010) Administrative Assistant, Associate Degree, Kent State University

DEPARTMENTS/OFFICES

ACADEMIC AFFAIRS

Dr. Dorcas McCoy, Acting Vice President for Academic Affairs

ACCOUNTING SERVICES

Ms. Melissa Peters, CPA, Director

ADMISSIONS

ALUMNI AFFAIRS

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ATHLETICS DEPARTMENT

Mr. Lynn W. Thompson, Athletics Director

BOOKSTORE

Ms. Lisa Chisem, Manager

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OFFICE OF CAREER AND PROGRAM SERVICES

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FACULTY DEVELOPMENT

Dr. Deborah Freckleton, Director

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Mr. Franklin Patterson, Chief Information Officer

Student Affairs

Dr. Dwaun Warmack, Vice President for Student Affairs

INTERNATIONAL STUDENT SERVICES

Ms. Iris Johnson-Quinn

INSTITUTIONAL RESEARCH, PLANNING, & ACCREDITATION

Dr. Willis Walter, Vice President

LIBRARY/LEARNING RESOURCE CENTER

Mrs. Tasha Lucas-Youmans, Director

OFFICE OF THE REGISTRAR

Mrs. Annie C. Redd, Registrar

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PHYSICAL PLANT

Mr. Ervin Ross, Director

RESIDENTIAL LIFE/HOUSING

Mr. Gregory Smith

STUDENT OMBUDSPERSON

Mrs. Cynthia Graham Hawkins

STUDENT SUPPORT SERVICES

Dr. Mary A. Smith, Director
Mrs. Mattie Murphy, Counselor

OFFICE OF DISABILITY SERVICES

Ms. Valencia Cooper, Assistant Vice President for Assessment and Disability Services

TESTING OFFICE

Mr. James Lai, Director

TRANSPORTATION

Mr. Raymond Carswell, Director