Board of Trustees
UNIVERSITY of WEST FLORIDA

Special Board Meeting
Thursday, August 14, 2025
UWF Conference Center

Zoom Webinar | Passcode: 25205

Agenda

I. **Call to Order**
II. **Roll Call**
III. **Greeting**
IV. **Public Comment**
V. **President's Report**
VI. **Approval of Minutes**
    a. June 12. 2025: Board Meeting Minutes
    b. July 24, 2025: Special Board Meeting Minutes
VII. **New Business**
    a. Action and Information Items
        i. INFO-1: Summer Undergraduate Research Program (SURP) Update
        ii. BOT-1: General Education Course Offerings
        iii. BOT-2: Legislative Budget Request
        iv. INFO-2: Statement of Institutional Neutrality
VIII. **Good of the Order**
IX. **Adjournment**

Board of Trustees
UNIVERSITY of WEST FLORIDA

Full Board Meeting
June 12, 2025
UWF Conference Center
DRAFT Minutes

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Board Meeting **9:01 a.m.**

The public was provided with information on the UWF Board of Trustees website to join this public meeting in person in the UWF Conference Center or virtually through Zoom Webinar.

I. Call to Order

A. The meeting of the UWF Board of Trustees was called to order at 9:01 a.m. by Chair Rebecca Matthews.

II. Roll Call

A. Chair Matthews asked Anna Lochas to conduct roll call. Trustees Paul Bailey, Dick Baker, Trista Bennett, Susan James, Adam Kissel, Rebecca Matthews, Ashley Ross, Alonzie Scott, Zack Smith, and Chris Young were in attendance in person and Trustees Paul Hsu and Rachel Moya were in attendance virtually.

B. Others in attendance included:
1. Dr. Martha Saunders, President; Dr. Jaromy Kuhl, Provost; Howard Reddy, Vice President of University Advancement; Betsy Bowers, Vice President of Finance & Administration; Susan Woolf, General Counsel; Jamie Sprague, Chief Human Resource Officer; Dave Scott, Associate Vice President for Intercollegiate Athletics; Anamarie Mixson, Assistant Vice President for the Office of the President; Abigail Megginson, Director, Government Relations; Dr. Dallas Snider, Vice Provost; Katie Condon, Assistant Vice President or Enrollment Affairs; Angela Bryan, SACSCOC Liaison and Director of Institutional Effectiveness; Christophe Lizen, Director of Institutional Research; Dr. David Bellar, Dean of the Usha Kundu, MD College of Health; Dr. David Earle, Dean of the College of Arts, Social Sciences and Humanities; Dr. Mohamed Khabou, Dean of the Hal Marcus College of Science and Engineering; Dr. Scott Keller, Dean of the Lewis Bear, Jr. College of Business; Dr. Shelley

Diviney, incoming Interim Dean of the Usha Kundu, MD College of Health; Dr. Denise Soares, Dean of the School of Education; Patrice Moorer, Assistant Vice President; Jeffrey Djerlek, Associate Vice President of Finance and University Controller; Chris Martin, Assistant Vice President of Facilities Management; James Adams, Director of Business and Auxiliary Services; Ed Ranelli, CEO, UWF Business Enterprises, Inc.; David Bryant, Chief Audit Executive; Matthew Packard, Chief Compliance Officer; Michael Wyatt, Assistant General Counsel; Brittany Sherwood, Chief Communications Officer; Alex Smith, Director of External Affairs; Jonathan Fink, Chief Negotiator for Faculty; Sandra Thompson, Director of Information Technology Services; Allen Pierce, Lead Help Desk Analyst for ITS; Angel Sedillo Program Manager for the University Commons; John Macdonell, Desktop Systems Specialist for WUWF; and Anna Lochas, Board of Trustees Liaison.

III. Greeting

A. Chair Matthews welcomed everyone to the meeting.

IV. Public Comment

A. Chair Matthews opened the floor for public comment. Anna Lochas identified that there were three members of the public that wished to give comment.
    1. The first member of the public to comment was Ms. Domani Turner-Ward. Ms. Turner-Ward spoke about agenda item BOT-3: Employment Agreement for Interim President Manny Diaz, Jr.
    2. The second member of the public to comment was Ms. Jeanne Godwin. Ms. Godwin spoke about agenda BOT-3: Employment Agreement for Interim President Manny Diaz, Jr.
    3. The third member of the public to comment was Mr. Vince Borden who submitted written comment on agenda BOT-3: Employment Agreement for Interim President Manny Diaz, Jr.

B. The public comment portion of the meeting concluded.

V. Approval of Minutes

A. Chair Matthews reminded the trustees that they had been given the opportunity ahead of time to review the minutes of the March 20, 2025, Board of Trustees Meeting, the May 8, 2025, Special Board of Trustees Meeting, and the May 27, 2025, Special Board of Trustees Meeting. Chair Matthews asked for a motion to approve the minutes as presented, if there were no changes or corrections.
    1. Motion by: Trustee Baker
    2. Seconded by: Trustee Scott
    3. Motion passed unanimously.

VI. Reports

A. President's Report

1. Chair Matthews called on Dr. Martha Saunders to give the President's Report. Dr. Saunders presented on the University Strategic Directions and recent University initiatives. Dr. Saunders called on Dave Scott, Associate Vice President for Intercollegiate Athletics, to inform the Board about recent Intercollegiate Athletics accomplishments.
2. Dave informed the Board that UWF Athletics was the winner of the 2024-2025 Gulf South Conference Women's All-Sport Trophy. Dave, along with Women's Basketball Coach Stephanie Yelton and student athlete Carmen Jones, presented the trophy to the Board.
3. Dave informed the Board that UWF Men's Golf Team were the 2025 NCAA Division II National Champions. Dave, along with Men's Golf Coach Steve Fell and student athlete Eddie Lee, presented the trophy to the Board.

B. Provost's Metrics Report
    1. Chair Matthews called on Dr. Jaromy Kuhl to give the Provost's Metrics Report. Dr. Kuhl presented on the ten Performance Based Funding Metrics.

C. Committee Reports
    1. Academic Affairs Committee
        a. Chair Matthews called on Trustee Adam Kissel to give the Academic Affairs Committee Report. Trustee Kissel explained that the Academic Affairs Committee met on Thursday, May 8, 2025, via Zoom Webinar. The committee had four action items and two information items on their agenda.
            i. The action items were as follows:
                i. ACA-1: Tenure and ACA-4: Revisions to UWF/REG 3.033 Transfer of Credit presented by Dr. Jaromy Kuhl, Provost.
                ii. ACA-2: Request to Offer a New Degree Program – BS-RT and ACA-3: Specialized Admissions Initial Approval Request – BS-RT presented by Dr. Dallas Snider, Vice Provost.
            ii. The information items were as follows:
                i. INFO-1: 2024-2025 Post-Tenure Review, presented by Dr. Jaromy Kuhl.
                ii. INFO-2: Updated List of Anticipated New Academic Programs for the 2024-25 Academic Year presented by Dr. Dallas Snider
        b. Trustee Kissel explained that the Academic Affairs Committee recommended approval of all action items by the full Board of Trustees at the June 12, 2025, meeting.

    2. Audit and Compliance Committee

a. Chair Matthews called on Trustee Chris Young to give the Audit and Compliance Committee Report. Trustee Young explained that the Audit and Compliance Committee met on Thursday, May 8, 2025, via Zoom Webinar. The committee had five action items and one information item on their agenda.
    i. The action items were as follows:
        i. AUD-1: Certification of the Institute of Human and Machine Cognition (IHMC) presented by Betsy Bowers, Vice President of Finance and Administration.
        ii. AUD-2: Financial Reporting and Federal Awards Audit Report; AUD-3: Internal Audit Report; AUD-4: PCard Quarter 2 and 3 Audit Reports; and AUD-5: Proposed Internal Audit Work Plan 2025/26 and 2026/27, presented by Cindy Talbert, Chief Audit Executive.
    ii. The information item was as follows:
        i. INFO-1: Internal Auditing and Management Consulting Update, presented by Cindy Talbert
b. Trustee Young explained that the Audit and Compliance Committee recommended approval of all action items by the full Board of Trustees at the June 12, 2025, meeting.

3. Finance, Facilities, and Operations Committee
    a. Chair Matthews called on Trustee Rachel Moya to give the Finance, Facilities, and Operations Committee Report. Trustee Moya explained that the Finance, Facilities, and Operations Committee met on Thursday, May 8, 2025, via Zoom Webinar. The committee had three action items and one information item on their agenda.
        i. The action items were as follows:
            i. FFO-1: Lease of Space at the Port of Pensacola presented by Provost, Dr. Jaromy Kuhl.
            ii. FFO-2: FY2026/27 - 2030/31 Capital Improvement Plan presented by Betsy Bowers, Vice President of Finance and Administration.
            iii. FFO-3: University Carryforward Spending Plan & Fixed Capital Outlay Budget presented by Jeffrey Djerlek, Associate Vice President & University Controller.
        ii. The information item was as follows:
            i. INFO-1: Update on FY 2024-2025 Current Modified Operating Budget, presented by Jeffrey Djerlek.
    b. Trustee Moya explained that the Finance, Facilities and Operations Committee recommended approval of all action

items by the full Board of Trustees at the June 12, 2025, meeting.

D. Direct Support Organization Reports
   1. UWF Business Enterprises, Inc.
      a. Chair Matthews called on Trustee Dick Baker to give the Business Enterprises, Inc. Report. Trustee Baker provided an overview of BEI's finances, current activities, and plans for the organization.

   2. UWF Foundation, Inc.
      a. Chair Matthews called on Trustee Rachel Moya to give the Foundation report. Trustee Moya provided updates from University Advancement and from the UWF Alumni Association. Trustee Moya reviewed recent gifts made to the University. Trustee Moya also reported on the Foundation Board and committee activities.

   3. UWF Historic Trust, Inc.
      a. Chair Matthews gave the UWF Historic Trust report. Chair Matthews provided a summary of the most recent UWF Historic Trust board meeting and provided information on the organization's events and activities.

VII. Unfinished Business

A. Consent Agenda
   1. Chair Matthews noted there were twelve items on the consent agenda.
      a. ACA-1: Tenure
      b. ACA-2: Request to Offer a New Degree Program - BS-RT
      c. ACA-3: Specialized Admissions - BS in Entry-Level Respiratory Therapy
      d. ACA-4: Revisions to UWF/REG 3.033 Transfer of Credit
      e. AUD-1: Audit Certification of IHMC
      f. AUD-2: Financial Reporting and Federal Awards Audit Report
      g. AUD-3: Internal Audit Report
      h. AUD-4: PCard Quarter 2 and 3 Audit Reports
      i. AUD-5: Proposed Internal Audit Work Plan
      j. FFO-1: Lease of Space at the Port of Pensacola
      k. FFO-2: FY2026/27 - 2030/31 Capital Improvement Plan
      l. FFO-3: Carryforward Spending Plan & Fixed Capital Outlay Budget

   2. Chair Matthews informed the Trustees that they may pull any individual item from the consent agenda for further review, if needed. Chair Matthews explained that each item was fully discussed during the committee meetings and all of the

recommendations of the committees reflect the proposed action provided within the agenda. Chair Matthews asked if there were any requests to pull any consent agenda items for further discussion.

a. Trustee Zack Smith asked to pull consent agenda item ACA-1: Tenure for further discussion.
b. Chair Matthews acknowledged that agenda item ACA-1: Tenure would be pulled for further discussion. Chair Matthews asked if there were any other requests to pull any consent agenda items. No additional requests were made.

3. Chair Matthews asked for a motion for the Board to approve and adopt the recommendations of the Academic Affairs; Audit and Compliance; and Finance, Facilities, and Operations Committees made during their meetings with respect to the matters set forth on the consent agenda excluding item ACA-1: Tenure.
    a. Motion by: Trustee Smith
    b. Seconded by: Trustee Ross
    c. Motion passed unanimously.

VIII. New Business

A. Action Items

1. BOT-1: UWF Board of Trustees Election of Vice Chair
    a. Chair Matthews explained that the first action item was to elect the Vice Chair of the Board of Trustees to serve for the remainder of the current term, beginning June 12, 2025, and ending December 31, 2025. Chair Matthews identified that per the BOT Bylaws the Vice Chair shall be selected from the members appointed by the Governor or the Board of Governors.

    b. Chair Matthews opened the floor for nominations.
        i. Trustee James nominated Trustee Scott to serve as Vice Chair. Chair Matthews asked Trustee Scott if he accepts the nomination. Trustee Scott accepted the nomination.
        ii. Trustee Smith nominated Trustee Young to serve as Vice Chair. Chair Matthews asked Trustee Young if he accepts the nomination. Trustee Young accepted the nomination.
        iii. Chair Matthews asked if there were any additional nominations from the floor. No other nominations were made. Chair Matthews closed the floor for nominations.

    c. Chair Matthews explained that due to having multiple nominations, the Trustees would vote by ballot. Chair

Matthews instructed the in-person Trustees to complete the ballot form provided in their board packet. Chair Matthews instructed the virtual Trustees to submit their ballot via email to Anna Lochas at the BOT email address, bot@uwf.edu.

d. Chair Matthews asked the Trustees to vote, by ballot, for the Vice Chair of the University of West Florida Board of Trustees to serve for the remainder of the current term, beginning June 12, 2025, and ending December 31, 2025.
    i. Trustee Paul Bailey – Trustee Young
    ii. Trustee Dick Baker – Trustee Scott
    iii. Trustee Trista Bennett – Trustee Scott
    iv. Trustee Paul Hsu – Trustee Young
    v. Trustee Susan James – Trustee Scott
    vi. Trustee Adam Kissel – Trustee Young
    vii. Trustee Rebecca Matthews – Trustee Young
    viii. Trustee Rachel Moya – Trustee Young
    ix. Trustee Ashley Ross – Trustee Young
    x. Trustee Alonzie Scott – Trustee Scott
    xi. Trustee Zack Smith – Trustee Young
    xii. Trustee Chris Young – Trustee Young

e. Chair Matthews identified that Trustee Scott received four votes and Trustee Young received eight votes. Chair Matthews congratulated Trustee Young on being elected Vice Chair.

2. BOT-2: 2024-2025 Presidential Performance Evaluation Report
    a. Chair Matthews reminded the Board that at their May 27, 2025, Special Board Meeting, the Board waived the requirements of University Policy BOT-14.01-06/17 and authorized Chair Matthews to gather information for the President's evaluation for the 2024-25 performance period through May 31, 2025, and the incentive compensation for President Saunders as described in her contract. Chair Matthews recommended that the Board list President Saunders' performance as commendable. Chair Matthews also recommended that the Board approve the full 20% one-time performance incentive payment.

    b. Chair Matthews asked for a motion to approve the 2024-2025 Presidential Performance Evaluation Report with the summary stating that President Saunders' performance was commendable and approve the recommended 20% one-time performance incentive payment.
        i. Motion by: Trustee James
        ii. Seconded by: Trustee Baker
        iii. Motion passed unanimously.

Chair Matthews called for a brief recess at 10:10 a.m. The board meeting resumed with all original attendees present at 10:20 a.m.

3. BOT-3: Employment Agreement for Interim President Manny Diaz, Jr.
    a. Chair Matthews explained that at the May 27, 2025, meeting the Board appointed Manny Diaz, Jr. as the Interim President of the University effective July 14, 2025, and subject to confirmation by the Board of Governors. Chair Matthews identified that the employment agreement for Manny Diaz, Jr., is now being presented to the Board for review and approval.

    b. Chair Matthews asked for a motion to approve the employment agreement for Interim President Manny Diaz, Jr. and, subject to confirmation by the Board of Governors, authorize the Chair of the UWF BOT to execute, on behalf of the BOT, the employment agreement.
        i. Motion by: Trustee Young
        ii. Seconded by: Trustee Kissel
        iii. Motion passed unanimously.

4. BOT-4: Revisions to the UWF 2022-2027 Strategic Plan
    a. Provost, Dr. Jaromy Kuhl, presented the next action item on the Revisions to the UWF 2022-2027 Strategic Plan.

    b. Chair Matthews asked for a motion to approve the revisions to the University of West Florida's 2022-2027 Strategic Plan.
        i. Motion by: Trustee Kissel
        ii. Seconded by: Trustee Young
        iii. Motion passed unanimously.

5. BOT-5: UWF Foundation Board of Directors New Appointments and Reappointments
    a. Howard Reddy, Vice President of University Advancement, presented the next action item.

    b. Chair Matthews asked for a motion to approve the new appointments and reappointments to the UWF Foundation Board of Directors as presented.
        i. Motion by: Trustee James
        ii. Seconded by: Trustee Baker
        iii. Motion passed unanimously.

6. BOT-6: UWF Historic Trust Board of Directors New Appointment
    a. Howard Reddy presented the next action item.

b. Chair Matthews asked for a motion to approve the new appointment to the UWF Historic Trust Board of Directors as presented.
    i. Motion by: Trustee Bennett
    ii. Seconded by: Trustee Scott
    iii. Motion passed unanimously.

7. BOT-7: Estimated FY 2025-26 Consolidated Operating Budget
    a. Jeffrey Djerlek, Associate Vice President for Finance and University Controller, presented the next action item.

    b. Chair Matthews asked for a motion to approve the estimated Operating Budget for the fiscal year ending June 30, 2026, for both appropriated and non-appropriated funds and to authorize the President or Interim President to make subsequent changes to the budget as needed, including the changes between the estimated budget and the budget to be submitted to the Florida Board of Governors, and other changes during the fiscal year.
        i. Motion by: Trustee Ross
        ii. Seconded by: Trustee Baker
        iii. Motion passed unanimously.

8. BOT-8: DSO Operating Budgets for FY 2025/26 and DSO Resources Utilized
    a. Jeffrey Djerlek presented the next action item.

    b. Chair Matthews asked for a motion to approve the Direct Support Organizations' annual budgets and resources utilized for fiscal year 2025-2026.
        i. Motion by: Trustee Scott
        ii. Seconded by: Trustee Baker
        iii. Motion passed unanimously.

9. BOT-9: Revisions to UWF Regulation 4.002, Waiver of Tuition and Fees
    a. Chair Matthews explained that action item BOT-9: Revisions to UWF Regulation 4.002, Waiver of Tuition and Fees, was pulled from the agenda for further review.

10. BOT-10: Resolution 2025.1 in Recognition of Distinguished Service
    a. Chair Matthews presented the next action item which as the BOT Resolution 2025.1 in Recognition of Distinguished Service for President Martha Saunders. Chair Matthews explained that Dr. Saunders has served as President of the University of West Florida since January 1, 2017, and that the Board commends her service to UWF and the Board of Trustees with a resolution.

b. Resolution 2025.1 – The University of West Florida Board of Trustees in Recognition and Profound Appreciation of Distinguished Service Commendation of Martha D. Saunders as President Emeritus
    i. Whereas, President Martha D. Saunders has provided dedicated service as the sixth president of the University of West Florida since January 1, 2017; and
    ii. Whereas, President Saunders has dutifully educated the next generation of communication professionals at UWF for over four decades and will continue as a tenured professor; and
    iii. Whereas, President Saunders has also served the University in a variety of leadership roles including Director of the Honors Program, Dean of the College of Arts and Sciences, and Provost and Executive Vice President, among other positions; and
    iv. Whereas, President Saunders championed the creation of more than 20 new academic programs, including cutting-edge offerings in cybersecurity, mechanical engineering, and the state's first Intelligent Systems and Robotics Ph.D. program in collaboration with the Institute for Human and Machine Cognition; and
    v. Whereas, President Saunders has defied national trends by achieving record enrollment every year since 2021, marking a 14% increase over the past five years, reflecting her efforts to create a welcoming and dynamic academic environment; and
    vi. Whereas, President Saunders continuously led UWF to its status as a top-performing public university in the Florida Board of Governors performance-based funding metrics; and
    vii. Whereas, President Saunders spearheaded the establishment of UWF's Center for Cybersecurity, enhancing student support and expanding our influence in critical fields; and
    viii. Whereas, President Saunders' leadership has resulted in top performing national rankings for the University, including top regional institutions in the South, a Gold-Level Military Friendly School and Military Spouse Friendly School, and a Great College to Work For; and milestone athletics achievements including national championship titles for UWF's men's tennis, football and men's golf teams; and
    ix. Whereas, President Saunders took great pride in the natural beauty of UWF's 1,600-acre campus, bringing

the azaleas to their full potential, being listed on the National Camellia Trail and earning the Tree Campus Higher Education designation from the Arbor Day Foundation; and

x. Whereas, President Saunders led the University to reaching a historic milestone of 100,000 alumni; and
xi. Whereas, President Saunders was instrumental in the execution of a successful 50th Anniversary Capital Campaign and the launch of the Here for Good Capital Campaign; and
xii. Whereas, President Saunders has been a highly respected leader in higher education at both the national and local levels, earning numerous accolades including the Liberty Bell Award, the Ethics in Business Award, recognition among the Florida's 500 Most Influential Leaders, Miami Herald's 50 Influential Floridians and inclusion on the InWeekly Power List, among other accolades; and
xiii. Now, therefore be it resolved that The University of West Florida Board of Trustees, at its regular meeting on this 12th day of June, the year of 2025, hereby extends its utmost appreciation to Martha D. Saunders for her leadership and exemplary service to the University and confers upon Martha D. Saunders the title, President Emeritus of the University of West Florida, with all the privileges pertaining thereto, effective July 14, 2025; and
xiv. Be it further resolved that this resolution is included in the minutes of the meeting, and a copy is presented to Martha D. Saunders as a token of the Board's appreciation and sincere thanks.

c. Chair Matthews asked for a motion to adopt Resolution 2025.1 in Recognition of Distinguished Service to the University of West Florida; and approve conferring upon Martha D. Saunders the title, President Emeritus of the University of West Florida, with all the privileges pertaining thereto, effective July 14, 2025.
   i. Motion by: Trustee James
   ii. Seconded by: Trustee Scott
   iii. Motion passed unanimously.

11. BOT-14: Resolution 2025.5 in Recognition of Distinguished Service
   a. Chair Matthews moved to action item BOT-14. Chair Matthews asked for Maggie Brown to come to the podium. Chair Matthew explained that Maggie Brown served as President of the UWF Student Government Association and as a member of the UWF Board of Trustees from April 5,

2024, to April 4, 2025, and that the Board commends her service to UWF and the Board of Trustees with this resolution.

b. Resolution 2025.5 – The University of West Florida Board of Trustees in Recognition and Profound Appreciation of Distinguished Service Trustee Maggie Brown
    i. Whereas, Trustee Maggie Brown has served on the UWF Board of Trustees since April 2024 and has served with distinction on the Board of Trustees' Student Affairs Committee; and
    ii. Whereas, Trustee Brown provided exemplary leadership to UWF's Student Government Association, serving as Secretary of the Senate, Treasurer, and serving as Student Body President from April 2024 to April 2025; and
    iii. Whereas, Trustee Brown was a dual-major student in the Kugelman Honors Program, earning a Bachelor of Arts in International Studies and a Bachelor of Arts in Art History, and completing the French Language and Culture Undergraduate Certificate program; and
    iv. Whereas, Trustee Brown was an active member of the UWF student community having served on the Honors Council, serving on the board for the Florida Student Association, being selected for the 2023 Homecoming Court, and working as an English language tutor; and
    v. Whereas, Trustee Brown's excellence has earned her numerous honors, including being named Outstanding Undergraduate Student in the Reubin O'D. Askew Department of Government, being named Outstanding Undergraduate Student for the Kugelman Honors Program, receiving the Hal Crosby Leadership Award, and being a member of both the Political Science Honor Society and the International Art Honor Society; and
    vi. Whereas, Trustee Brown's has achieved extraordinary success as SGA President by starting the "On the Menu with the SGA President" initiative, allocated A&S funds for free bike locks for students, hosting the first ever Spring It On, creating a bimonthly SGA Newsletter, and having record attendance at the Fall and Spring Argo Rallies; and
    vii. Whereas, Trustee Brown is an exceptional student known for her leadership, academic success, and for being a world traveler having participated in numerous Study Abroad trips including traveling to

Korea, Japan, Ghana, Montenegro, Spain, Italy, Greece, and France; and

viii. Whereas, Trustee Brown took her intelligence to the stage, appearing on the trivia competition game show "Jeopardy!" not once, but twice; and

ix. Now, therefore be it resolved that The University of West Florida Board of Trustees, at its regular meeting on this 12th day of June, the year of 2025, does hereby recognize and commend Trustee Maggie Brown for her many contributions to the University of West Florida, and a copy of this resolution serves as a token of the board's sincerest thanks;

x. Be it further resolved that this resolution will be included in the minutes of the June 12, 2025, Board of Trustees meeting.

c. Chair Matthews asked for a motion to adopt Resolution 2025.5 in Recognition of Distinguished Service to the University of West Florida by Maggie Brown.
   i. Motion by: Trustee Bennett
   ii. Seconded by: Trustee Scott
   iii. Motion passed unanimously.

d. Chair Matthews called on Maggie Brown to say a few words.

12. BOT-11: Resolution 2025.2 in Recognition of Distinguished Service
   a. Chair Matthews returned to action item BOT-11. Chair Matthews explained that Suzanne Lewis served on the UWF Board of Trustees from January 17, 2013, to December 19, 2024, and that the Board commends her service to UWF and the Board of Trustees with this resolution.

   b. Resolution 2025.2 – The University of West Florida Board of Trustees in Recognition and Profound Appreciation of Distinguished Service Trustee Suzanne Lewis
      i. Whereas, Trustee Suzanne Lewis was appointed to The University of West Florida Board of Trustees by the Florida State University System Board of Governors, and has loyally served on the board from January 17, 2013, through December 19, 2024; and
      ii. Whereas, Trustee Lewis provided exemplary service to the University and has served in many capacities to enhance and grow UWF, including effectively serving as Chair of the Board of Trustees since 2021 and previously serving as the Board of Trustees Vice Chair, and serving as a member and Chair of the Board's Executive Committee; and

iii. Whereas, Trustee Lewis served with distinction as a member of the Finance, Facilities, and Operations Committee from 2013 to 2016 and then serving as Chair of the Committee from 2017 to 2021; and
iv. Whereas, Trustee Lewis diligently served on numerous ad hoc committees including the Presidential Contractual Ad Hoc Committee, the Compensation Subcommittee of the Presidential Contractual Ad Hoc Committee, the Presidential Compensation & Contract Ad Hoc Committee, Real Estate Planning Ad Hoc Committee, and the Presidential Performance Evaluation & Metrics Ad Hoc Committee and served as the PPEM Committee Chair for several years; and
v. Whereas, Trustee Lewis enthusiastically served as the Board of Trustees representative on the UWF Historic Trust Board of Directors from 2020 through December 2024, focusing her efforts on supporting the preservation of the historic properties and sites in the Northwest Florida region; and
vi. Whereas, Trustee Lewis is a distinguished graduate of the University of West Florida, having earned a Bachelor of Arts in History Education, and completed a thirty-two-year career with the National Park Service, serving nine years as the Superintendent of Yellowstone National Park; and
vii. Now, therefore be it resolved that The University of West Florida Board of Trustees, at its regular meeting on this 12th day of June, the year of 2025, does hereby recognize and commend Trustee Suzanne Lewis for her many contributions to the University of West Florida, and a copy of this resolution serves as a token of the board's sincerest thanks; and
viii. Be it further resolved that this resolution will be included in the minutes of the June 12, 2025, Board of Trustees meeting.

c. Chair Matthews asked for a motion to adopt Resolution 2025.2 in Recognition of Distinguished Service to the University of West Florida by Suzanne Lewis.
   i. Motion by: Trustee Scott
   ii. Seconded by: Trustee Baker
   iii. Motion passed unanimously.

13. BOT-12: Resolution 2025.3 in Recognition of Distinguished Service
   a. Chair Matthews presented the next action item. Chair Matthews explained that Jill Singer served on the UWF Board of Trustees from February 9, 2018, to January 6,

2025, and that the Board commends her service to UWF and the Board of Trustees with this resolution.

b. Resolution 2025.3 – The University of West Florida Board of Trustees in Recognition and Profound Appreciation of Distinguished Service Trustee Jill Singer
    i. Whereas, Trustee Jill Singer was appointed to The University of West Florida Board of Trustees by Governor Rick Scott beginning February 9, 2018, and then reappointed to the Board by the Florida State University System Board of Governors beginning January 7, 2020; and
    ii. Whereas, Trustee Singer loyally served on the board, providing exceptional leadership and service to the University, serving as the Vice Chair of the Board of Trustees from 2022 through January 6, 2025, and serving as a member of the Board's Executive Committee; and
    iii. Whereas, Trustee Singer served with distinction as a member and chair of the Academic Affairs Committee; as a member of the Audit and Compliance Committee; and as a member and chair of the Finance, Facilities and Operations Committee; and
    iv. Whereas, Trustee Singer additionally served on the Board's BOT Bylaws Ad Hoc Committee Meeting, and as a member and Chair of the Presidential Performance Evaluation & Metrics Ad Hoc Committee; and
    v. Whereas, Trustee Singer was honored to serve the University and give back to an academic community which provided the technical foundation necessary to launch her career of successful service to the nation through positions at the Central Intelligence Agency, the United States Department of State, and the National Reconnaissance Office; and
    vi. Whereas, Trustee Singer is a distinguished graduate of the University of West Florida, having earned a Bachelor of Science in Computer Science and a Master of Science in Systems Analysis, and currently serves at the Vice President of Federal Solutions at AT&T; and
    vii. Now, therefore be it resolved that The University of West Florida Board of Trustees, at its regular meeting on this 12th day of June, the year of 2025, does hereby recognize and commend Trustee Jill Singer for her many contributions to the University of West Florida, and a copy of this resolution serves as a token of the board's sincerest thanks; and

viii. Be it further resolved that this resolution will be included in the minutes of the June 12, 2025, Board of Trustees meeting.

c. Chair Matthews asked for a motion to adopt Resolution 2025.3 in Recognition of Distinguished Service to the University of West Florida by Jill Singer.
   i. Motion by: Trustee Scott
   ii. Seconded by: Trustee Baker
   iii. Motion passed unanimously.

14. BOT-13: Resolution 2025.4 in Recognition of Distinguished Service
   a. Chair Matthews presented the next action item. Chair Matthews explained that Stephanie White served on the UWF Board of Trustees from January 7, 2020, to January 6, 2025, and that the Board commends her service to UWF and the Board of Trustees with this resolution.

   b. Resolution 2025.4 – The University of West Florida Board of Trustees in Recognition and Profound Appreciation of Distinguished Service Trustee Stephanie White
      i. Whereas, Trustee Stephanie White was appointed to The University of West Florida Board of Trustees by the Florida State University System Board of Governors, and faithfully served on the board from January 7, 2020, through January 6, 2025; and
      ii. Whereas, Trustee White served with distinction as a member of the Student Affairs Committee, the Finance, Facilities, and Operations Committee, the Officers Nominations Ad Hoc Committees, and the Presidential Performance Evaluation & Metrics Ad Hoc Committee; and she served as a member and chair of the Academic Affairs Committee; and
      iii. Whereas, Trustee White earned her law degree from the Southern Methodist University School of Law and is the founding attorney of Florida Loving Adoptions, one of Pensacola's first adoption-center law firms; and
      iv. Whereas, Trustee White has shown exemplary service to her community having served on the Board of Directors for the Escambia Children's Trust, Student Leadership University, the Secret Place, the Northwest Florida YMCA, Rally Foundation for Childhood Cancer Research and World Help; and
      v. Now, therefore be it resolved that The University of West Florida Board of Trustees, at its regular meeting on this 12th day of June, the year of 2025, does hereby recognize and commend Trustee Stephanie White for her many contributions to the University of

West Florida, and a copy of this resolution serves as a token of the board's sincerest thanks; and

vi. Be it further resolved that this resolution will be included in the minutes of the June 12, 2025, Board of Trustees meeting.

c. Chair Matthews asked for a motion to adopt Resolution 2025.4 in Recognition of Distinguished Service to the University of West Florida by Stephanie White.
   i. Motion by: Trustee Baker
   ii. Seconded by: Trustee Scott
   iii. Motion passed unanimously.

15. BOT-15: Authorization to Sign Checks
   a. Betsy Bowers, Vice President of the Division of Finance and Administration presented the next action item.

   b. Chair Matthews asked for a motion to adopt Resolution 2025.6 to authorize the specified officers and employees of the University of West Florida to sign checks effective July 14, 2025.
      i. Motion by: Trustee Young
      ii. Seconded by: Trustee Ross
      iii. Motion passed unanimously.

16. ACA-1: Tenure
   a. Chair Matthews moved to the next item, which was the action item that had been pulled from the Consent Agenda. Chair Matthews called on Trustee Smith to start the discussion.

   b. Trustee Smith made a motion to approve tenure for nine of the faculty members and to table the approval of Dr. Chrystina Hoffman's application.
      i. Seconded by: Trustee Kissel

   c. Chair Matthews opened the floor for discussion by calling on Jonathan Fink, Chief Negotiator for Faculty, who requested the opportunity to speak to the Board which is provided to him through the Collective Bargaining Agreement between the University of West Florida and the United Faculty of Florida University of West Florida Chapter. Mr. Fink discussed the tenure process.

   d. Chair Matthews asked if there was any further discussion before calling for the vote. Trustee James asked if Trustee Smith would amend his motion to separate the approval of the nine faculty members from the request to table Dr.

Chrystina Hoffman's application. Trustee Smith agreed to the amendment. Trustee James made the motion to amend Trustee Smith's original motion to separate the motion into two parts with the first motion being the approval of the nine faculty members for tenure excluding Dr. Chrystina Hoffman's application for tenue. Trustee Scott seconded the motion to amend.

i. Seconded by: Trustee Scott
ii. Motion passed unanimously.

e. Trustee Smith made the motion to table Dr. Chrystina Hoffman's application for tenure.
   i. Seconded by: Trustee Ross
      i. Trustee Paul Bailey: Aye
      ii. Trustee Dick Baker: Nay
      iii. Trustee Trista Bennett: Nay
      iv. Trustee Paul Hsu: Aye
      v. Trustee Susan James: Nay
      vi. Trustee Adam Kissel: Aye
      vii. Trustee Rebecca Matthews: Aye
      viii. Trustee Rachel Moya: Aye
      ix. Trustee Ashley Ross: Aye
      x. Trustee Alonzie Scott: Nay
      xi. Trustee Zack Smith: Aye
      xii. Trustee Chris Young: Aye
   ii. Motion passed.

B. Information Item
   1. INFO-1: UWF Nursing Program Presentation
      a. Chair Matthews called on Dr. David Bellar, Dean of the Usha Kundu, MD College of Health, to present the information item.

IX. Good of the Order

A. Chair Matthews identified that all agenda items had been discussed. Chair Matthews asked if the board members had any additional business to discuss. No other business was discussed.

X. Adjournment 12:31 p.m.

A. Chair Matthews thanked those in attendance for their participation. With no other business to discuss, Chair Matthews adjourned the meeting at 12:31 p.m.

Board of Trustees
UNIVERSITY of WEST FLORIDA

Special Full Board Meeting
July 24, 2025
Zoom Webinar
DRAFT Minutes

Table of Contents

Board Meeting **1:00 p.m.**

The public was provided with information on the UWF Board of Trustees website to join this public meeting virtually through Zoom Webinar.

I. Call to Order

A. The meeting of the UWF Board of Trustees was called to order at 1:00 p.m. by Chair Rebecca Matthews.

II. Roll Call

A. Chair Matthews asked Anna Lochas to conduct roll call. Trustees Paul Bailey, Dick Baker, Trista Bennett, Edward Fleming, Adam Kissel, Rebecca Matthews, Ashley Ross, Alonzie Scott, Zack Smith, and Chris Young were in attendance. Trustees Paul Hsu, Susan James, and Rachel Moya were absent.

B. Others in attendance included:

1. Manny Diaz, Jr., Interim President; Jaromy Kuhl, Senior Vice President and Provost; Howard Reddy, Vice President of University Advancement; Betsy Bowers, Vice President of Finance and Administration; Mary Anderson, Interim Vice President and Dean of Students for Academic Engagement and Student Affairs; Jamie Sprague, Chief Human Resource Officer; Susan Woolf, General Counsel; Anamarie Mixson, Assistant Vice President for the Office of the President; Abigail Megginson, Director, Government Relations; Brittany Sherwood, Chief Communications Officer; Alex Smith, Director of External Affairs; Jeffrey Djerlek, Associate Vice President for Finance and University Controller; Heather Riddell, Faculty; Clifford Humphrey, Executive Vice Chancellor, Florida College System; and Anna Lochas, Board of Trustees Liaison.

III. Greeting

A. Chair Matthews welcomed everyone to the meeting.

IV. Public Comment

A. Chair Matthews opened the floor for public comment. Anna Lochas identified that there was one member of the public that wished to give comment.
   1. Ms. Domani Turner-Ward commented on agenda item BOT-3: Hire Vice President, Strategic Initiatives/Chief of Staff.

B. The public comment portion of the meeting concluded.

V. President's Report

A. Interim President, Manny Diaz, Jr. gave an update on his activities for his first two weeks in office.

VI. New Business

A. Action Items

1. BOT-1: Tenure

   a. Chair Matthews called on Susan Woolf, General Counsel, to start the discussion on Tenure. Susan Woolf provided legal guidance on discussing this item.

   b. Trustee Baker made a motion to approve the President's recommendation of tenure for Dr. Chrystina Hoffman.
      i. Seconded by: Trustee Scott
      ii. Motion passed unanimously.

2. BOT-2: Revisions to UWF Regulation 4.002, Waiver of Tuition and Fees

a. Betsy Bowers, Vice President of Finance and Administration, presented the next action item.

b. Chair Matthews asked for a motion to approve revisions to UWF Regulation 4.002, Waiver of Tuition and Fees, contingent upon no substantive changes following the conclusion of the posting period.
   i. Motion by: Trustee Scott
   ii. Seconded by: Trustee Young
   iii. Motion passed unanimously.

3. BOT-3: Hire Vice President, Strategic Initiatives/Chief of Staff

a. Interim President Diaz presented the final action item.

b. Chair Matthews introduced Clifford Humphrey and asked him to say a few words.

c. Trustee Fleming made a motion to approve hiring Clifford Humphrey for the position of Vice President of Strategic Initiatives and Chief of Staff.
   i. Seconded by: Trustee Young
   ii. Motion passed unanimously.

VII. Good of the Order

A. Chair Matthews identified that all agenda items had been discussed. Chair Matthews asked if the board members had any additional business to discuss. No other business was discussed.

VIII. Adjournment 1:52 p.m.

A. Chair Matthews thanked those in attendance for their participation. With no other business to discuss, Chair Matthews adjourned the meeting at 1:52 p.m.

Board of Trustees
Full Board Meeting
August 14, 2025

Summer Undergraduate Research Program (SURP)

Recommended Action:
Informational

Background Information:
The Summer Undergraduate Research Program (SURP) is a collaboration between Hal Marcus College of Science and Engineering and the Office of Undergraduate Research. Undergraduate students are paid a summer stipend (~$3500), provided with $500 for consumables/supplies, and paired with a faculty member to work alongside them on a research project. A symposium is held at the end of the summer semester for students to present their work/results to their peers, faculty, and community/industry representatives. The program contributes to various performance metrics. This year we have a record of 108 students participating in the program, 93 of which are from HMCSE.

Implementation Plan:
N/A

Fiscal Implications:
N/A

Relevant Authority:
N/A

Supports Strategic Direction(s):
Strategic Direction 1: Student Centered and Focused, Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs, and Strategic Direction 4: Community and Economic Engagement

Supporting Documents:
1. Presentation

Prepared by:
Mohamed Khabou, Dean, Hal Marcus College of Science and Engineering
Allison Schwartz, Director, Office of Undergraduate Research

Presenter:
Mohamed Khabou, Dean, Hal Marcus College of Science and Engineering
Allison Schwartz, Director, Office of Undergraduate Research

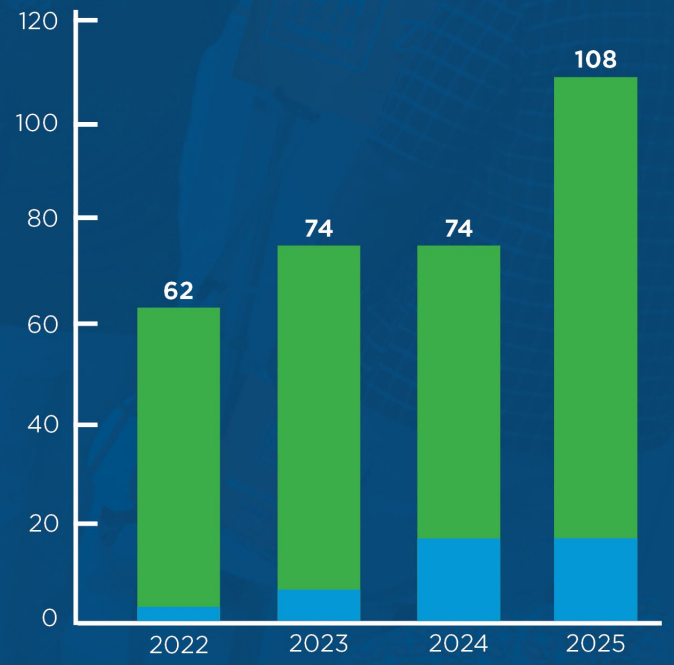
OUR•HMCSE
SUMMER
RESEARCH
SYMPOSIUM

uwf.edu/SURP

SURP

SUMMER UNDERGRADUATE RESEARCH PROGRAM

- A **collaboration** between HMCSE and OUR
- A **High Impact Practice** (HIP) → **Metric 10** contribution
- Supported by faculty who **volunteer** their time
- Increased student participation over the years



uwf.edu/SURP

Why SURP?

- **Hands-on** research experience on a **real-world** project
- **Open** to students of all levels, with one-on-one faculty mentorship
- Participants receive a **$3500** stipend and **$500** for research supplies
- **Training** on how to conduct, **communicate** and **present** research effectively
- Culminates in a Research Symposium where students present their work to faculty, staff, **community leaders** and **industry partners**

UNIVERSITY of WEST FLORIDA

High Satisfaction. True Impact.

- Better preparation for workplace and graduate/professional school

> As I was putting together the first steps of my **medical school application**, I reflected on what a great experience I had in SURP last year. It was truly one of the most **eye-opening experiences** for me, and some of the tools I learned in the workshops still help me in my current research and difficult science courses.

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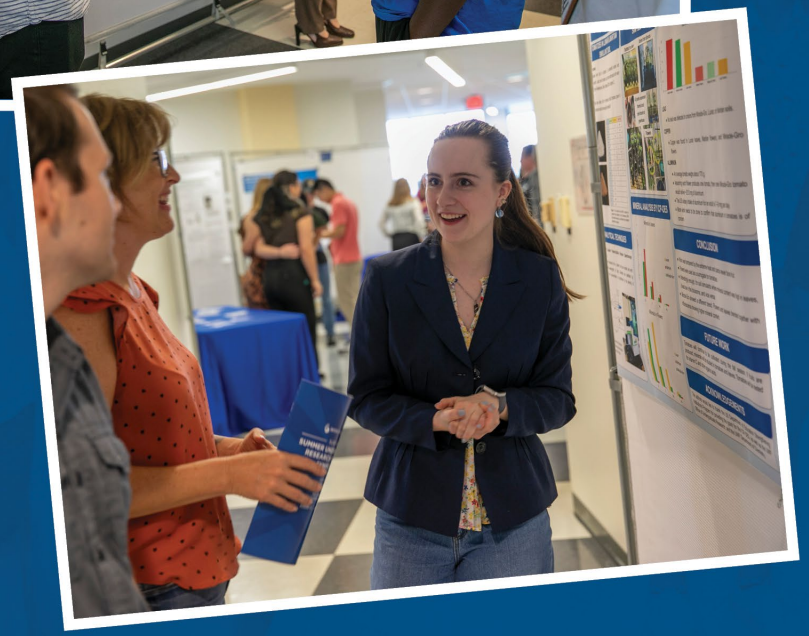

High Satisfaction. True Impact.

> My Research **"magic moment"** was when I realized I could independently troubleshoot a data analysis issue and explain my approach clearly during a check-in with [my mentor]. That moment gave me a strong sense of **capability and ownership** over the project, which really **boosted my confidence** as a developing researcher.

UNIVERSITY of WEST FLORIDA

Board of Trustees
Full Board Meeting
August 14, 2025

General Education Course Offerings

Recommended Action:
Approve the list of general education course offerings effective Fall 2026.

Background Information:
Board of Governors (BOG) Regulation 8.005, General Education Course Options, was revised effective January 24, 2024, and created a new annual review of general education course offerings for each state university.

UWF's initial list effective for Fall 2025 was approved by the BOG on January 30, 2025. UWF personnel and leadership have worked with BOG staff on the course descriptions and student learning outcomes for the new and updated courses. Each course has received appropriate faculty governance and administrative oversight, and each course meets general education course requirements in accordance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

UWF requests approval of the attached list of courses to be offered across the five disciplinary subject areas of communications, humanities, mathematics, natural science, and social sciences.

Implementation Plan:
1. The UWF BOT Academic Affairs Committee approves the list of general education course offerings effective Fall 2026 on August 14, 2025.
2. The UWF BOT approves the list of general education course offerings effective Fall 2026 at its special meeting on August 14, 2025.
3. UWF will submit the list of general education course offerings and signed certification form to the Office of K-20 Articulation of the Florida Department of Education upon approval of the BOT and prior to the deadline of September 1, 2025.
4. Upon approval by the Articulation Coordinating Committee (ACC), the ACC will submit UWF's completed list of general education courses to the Board of Governors no later than December 1, 2025.
5. The Board of Governors will consider UWF's completed list of general education courses for approval and implementation effective Fall 2026 during its January 2026 meeting.
6. UWF will implement the BOG approved list of general education course offerings in Fall 2026.

Fiscal Implications:
No Fiscal Implications

Relevant Authority:
BOG Regulation 8.005, General Education Course Options
Sections 1007.24, 1007.25, and 1007.55, Florida Statutes

Supports Strategic Direction(s):
Strategic Direction 1: Student Centered and Focused and Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs

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Supporting Documents:
1. General Education Course Offerings List for UWF effective Fall 2026
2. Certification Form

Prepared by:
Dr. Eric Kollar, Director of General Education, Division of Academic Affairs, ekollar1@uwf.edu

Presenter:
Dr. Dallas Snider, Vice Provost, Division of Academic Affairs

Statewide Course Numbering System
General Education Course Report

Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2025-26 Gen Ed List	Last Semester & Year Course Taught	Course Descritption	Learning Outcomes
AMH	2	010		UNITED STATES TO 1877	3	Social Sciences	Social Sciences	No Updates		49	Yes	Fall 2025	IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY. STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877 USING CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED UNITED STATES HISTORY. STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY. ADDITIONAL SLOS: RECOGNIZE HISTORY AS AN INTERPRETATIVE ACCOUNT OF THE HUMAN PAST CREATED IN THE PRESENT FROM SURVIVING EVIDENCE. BUILD HISTORICAL KNOWLEDGE ABOUT AMERICAN HISTORY PRIOR TO 1877. EVALUATE HISTORIANS' ARGUMENTS EXPLAINING HOW THEY WERE CONSTRUCTED AND MIGHT BE IMPROVED. EVALUATE AND ANALYZE PRIMARY SOURCES. DISCUSS AND PRACTICE THE BASIC METHODS AND TRADITIONS OF RESEARCH AND ANALYSIS IN HISTORY. UWF GENERAL EDUCATION SLOS: SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS (CRITICAL THINKING). REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT (INTEGRITY AND VALUES).
AMH	2	020		UNITED STATES SINCE 1877	3	Social Sciences	Social Sciences	No Updates		47	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, ISSUES OF CIVIL AND MINORITY RIGHTS, THE COLD WAR, AND THE UNITED STATES SINCE 1989.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY. STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY SINCE 1877 USING CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED AMERICAN HISTORY. STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY. ADDITIONAL SLOS: STUDENTS WILL DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. STUDENTS WILL DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE UNITED STATES CONSTITUTION AND ITS APPLICATION. STUDENTS WILL DEVELOP AND DEMONSTRATE KNOWLEDGE OF THE FOUNDING DOCUMENTS AND HOW THEY HAVE SHAPED THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE. STUDENTS WILL DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF LANDMARK SUPREME COURT CASES, LANDMARK LEGISLATION, AND LANDMARK EXECUTIVE ACTIONS AND THEIR IMPACT ON LAW AND SOCIETY. STUDENTS WILL SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. STUDENTS WILL REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
AML	2	010		AMERICAN LITERATURE I	3		Humanities	No Updates		22	Yes	Spring 2025	SURVEY OF MAJOR AMERICAN LITERATURE FROM COLONIAL TIMES TO THE CIVIL WAR. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY CRITICALLY INTERPRET LITERARY WORKS BY AMERICAN WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS CONSTRUCT PERSUASIVE ARGUMENTS USING TEXTUAL EVIDENCE AND ANALYSIS PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX AVOID PLAGIARISM PROPERLY CITE SOURCES USING MLA STYLE TOPICS COLONIALISM PURITAN ORIGINS EARLY REPUBLICAN LITERATURE ROMANTIC LITERATURE RISE OF THE NOVEL NATIVE AMERICAN LITERATURE SLAVE NARRATIVES
AML	2	020		AMERICAN LITERATURE II	3		Humanities	No Updates		20	Yes	Fall 2025	SURVEY OF MAJOR AMERICAN LITERATURE FROM THE CIVIL WAR TO THE PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY CRITICALLY INTERPRET LITERARY WORKS BY AMERICAN WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS CONSTRUCT PERSUASIVE ARGUMENTS USING TEXTUAL EVIDENCE AND ANALYSIS PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX AVOID PLAGIARISM PROPERLY CITE SOURCES USING MLA STYLE TOPICS ROMANTICISM REALISM NATURALISM INDUSTRIALIZATION WAR AND SOCIETY MODERNISM POSTMODERNISM
AMS	2	010		CIVICL DISCOURSE AND THE AMERICAN POLITICAL ORDER	3		Humanities	No Updates		2	Yes	N/A	STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES.	STUDENT LEARNING OUTCOMES (SLO'S) DEFINE AND EXPLAIN THE BASIC PRINCIPLES AND TERMINOLOGY OF CIVIL DISCOURSE. REFLECT ON THE THEORIES AND EXPRESSIONS OF CIVIL DISCOURSE IN THE CONTEXT OF THE AMERICAN POLITICAL ORDER. ANALYZE AND DISCUSS PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS. COMPARE PRIMARY TEXTS WITH MODERN CONCEPTIONS OF THEM. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS OF CIVIL DISCOURSE AND HISTORICAL CONTEXTS. UWF GENERAL EDUCATION SLO: INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFCATS. UWF COLLEGE-LEVEL WRITING SLO: COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE.

Statewide Course Numbering System
General Education Course Report

ANT	2	000		INTRODUCTION TO ANTHROPOLOGY	3	Social Sciences	Social Sciences	No Updates		27	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL EXPLAIN SCIENTIFIC APPROACHES TO THE STUDY OF HUMAN VARIATION AND HUMAN ORIGINS, INCLUDING PRIMATOLOGY, EXTINCT AND EXTANT HUMAN CULTURES, LANGUAGE, AND ETHNICITY. STUDENTS WILL EXPLAIN THE ORIGINS OF ANTHROPOLOGY AS A FOUNDATION DISCIPLINE IN THE SOCIAL SCIENCES THAT EXAMINES THE NATURE AND DEFINITION OF CULTURE. STUDENTS WILL APPLY ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODS TO THE SCIENTIFIC STUDY OF PAST AND PRESENT HUMAN BEHAVIOR. STUDENTS WILL EXPLAIN HOW ANTHROPOLOGY INCORPORATES MULTIDISCIPLINARY KNOWLEDGE AND PERSPECTIVES. STUDENTS WILL DESCRIBE ANTHROPOLOGICAL CONTRIBUTIONS TO CONTEMPORARY ISSUES. ADDITIONAL SLOS: DESCRIBE AND EXPLAIN THE ORIENTATION AND SCOPE OF ANTHROPOLOGY (AS A WHOLE) AND EACH OF ITS FOUR MAJOR SUBFIELDS CLASSIFY AND EXPLAIN THE KEY COMPONENTS AND BASIC FEATURES OF HUMAN EVOLUTION DESCRIBE AND EXPLAIN THE ROLE OF ANTHROPOLOGY IN PRESERVING CULTURAL MATERIALS AND DEVELOPING KNOWLEDGE OF THE HUMAN PAST ANALYZE AND DISCUSS BASIC FORMS AND FEATURES OF HUMAN SOCIAL ORGANIZATION AND THE ORIGINS OF CIVILIZATION IDENTIFY THE ELEMENTS OF LANGUAGE AND OTHER COMMUNICATIVE SYSTEMS DESCRIBE AND DISCUSS HUMAN CULTURAL AND BIOLOGICAL DIVERSITY PAST AND PRESENT IDENTIFY WAYS TO APPLY ANTHROPOLOGICAL KNOWLEDGE, THEORY, AND METHODS TO EVERYDAY LIFE (I.E., SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS AND REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT)
ANT	2	000		HONORS INTRODUCTION TO ANTHROPOLOGY	3	Social Sciences	Social Sciences	No Updates		4	Yes	N/A	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL EXPLAIN SCIENTIFIC APPROACHES TO THE STUDY OF HUMAN VARIATION AND HUMAN ORIGINS, INCLUDING PRIMATOLOGY, EXTINCT AND EXTANT HUMAN CULTURES, LANGUAGE, AND ETHNICITY. STUDENTS WILL EXPLAIN THE ORIGINS OF ANTHROPOLOGY AS A FOUNDATION DISCIPLINE IN THE SOCIAL SCIENCES THAT EXAMINES THE NATURE AND DEFINITION OF CULTURE. STUDENTS WILL APPLY ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODS TO THE SCIENTIFIC STUDY OF PAST AND PRESENT HUMAN BEHAVIOR. STUDENTS WILL EXPLAIN HOW ANTHROPOLOGY INCORPORATES MULTIDISCIPLINARY KNOWLEDGE AND PERSPECTIVES. STUDENTS WILL DESCRIBE ANTHROPOLOGICAL CONTRIBUTIONS TO CONTEMPORARY ISSUES. ADDITIONAL SLOS: DESCRIBE AND EXPLAIN THE ORIENTATION AND SCOPE OF ANTHROPOLOGY (AS A WHOLE) AND EACH OF ITS FOUR MAJOR SUBFIELDS CLASSIFY AND EXPLAIN THE KEY COMPONENTS AND BASIC FEATURES OF HUMAN EVOLUTION DESCRIBE AND EXPLAIN THE ROLE OF ANTHROPOLOGY IN PRESERVING CULTURAL MATERIALS AND DEVELOPING KNOWLEDGE OF THE HUMAN PAST ANALYZE AND DISCUSS BASIC FORMS AND FEATURES OF HUMAN SOCIAL ORGANIZATION AND THE ORIGINS OF CIVILIZATION IDENTIFY THE ELEMENTS OF LANGUAGE AND OTHER COMMUNICATIVE SYSTEMS DESCRIBE AND DISCUSS HUMAN CULTURAL AND BIOLOGICAL DIVERSITY PAST AND PRESENT IDENTIFY WAYS TO APPLY ANTHROPOLOGICAL KNOWLEDGE, THEORY, AND METHODS TO EVERYDAY LIFE (I.E., SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS AND REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT)
ANT	2	100		INTRODUCTION TO ARCHAEOLOGY	3		Social Sciences	No Updates		4	Yes	Fall 2025	THE HISTORICAL AND THEORETICAL BACKGROUNDS OF ARCHAEOLOGY, THE GOALS AND METHODS OF ARCHAEOLOGY, AND ARCHAEOLOGICAL FIELDWORK TECHNIQUES.	STUDENT LEARNING OUTCOMES (SLOS): BY THE END OF THIS COURSE, STUDENTS SHOULD BE ABLE TO: (1) EXPLAIN HOW SCIENTIFIC KNOWLEDGE IS DEVELOPED WITHIN A PARTICULAR FIELD OF INQUIRY; (2) ANALYZE THE ROLE OF EXPERIMENTAL DESIGN IN BUILDING SCIENTIFIC KNOWLEDGE; (3) EXAMINE THE EFFECTS OF SOCIAL, NATURAL, OR DIGITAL ENVIRONMENT OF HUMAN LIFE.
ANT	2	511		BIOLOGICAL ANTHROPOLOGY	3		Natural Sciences	No Updates		7	Yes	Fall 2025	HUMAN EVOLUTION AND VARIATION WITH EMPHASIS ON PRINCIPLES OF EVOLUTION, PRIMATE BIOLOGY, FOSSIL RECORDS, VARIABILITY IN LIVING POPULATIONS, AND THE BIOLOGICAL FOUNDATIONS OF HUMAN CULTURE CAPACITIES.	STUDENT LEARNING OUTCOMES (SLO'S) 1. EXPLAIN HOW SCIENTIFIC KNOWLEDGE IS DEVELOPED WITHIN A PARTICULAR FIELD OF INQUIRY. 2. ANALYZE THE ROLE OF EXPERIMENTAL DESIGN IN BUILDING SCIENTIFIC KNOWLEDGE. 3. EXAMINE THE EFFECTS OF SOCIAL, NATURAL, OR DIGITAL ENVIRONMENT OF HUMAN LIFE.
ARH	1	000		ART APPRECIATION	3	Humanities	Humanities	No Updates		38	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO THINK CRITICALLY ABOUT HUMAN CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. NOT OPEN TO ART MAJORS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL IDENTIFY AND DESCRIBE TERMS, CONCEPTS, AND METHODS USED IN THE DISCIPLINE OF ART HISTORY. STUDENTS WILL APPLY TERMS, CONCEPTS, AND METHODS USED IN THE DISCIPLINE OF ART HISTORY TO WORKS OF VISUAL ART AND MATERIAL CULTURE. STUDENTS WILL IDENTIFY AND DESCRIBE WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT, INCLUDING WORKS FROM OR INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. STUDENTS WILL ANALYZE WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT, INCLUDING WORKS FROM OR INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. STUDENTS WILL GENERATE AN ANALYTICAL RESPONSE TO WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT. ADDITIONAL SLOS: CRITICALLY ANALYZE AND UNDERSTAND WORKS OF ART AND ARCHITECTURE IN TERMS OF TIME PERIOD, LOCATION, SUBJECT MATTER, STYLE, AND MEANING. DISCUSS WORKS OF ART AND ARCHITECTURE USING A SPECIFIC VOCABULARY OF TECHNICAL AND ART HISTORICAL TERMINOLOGY. RECOGNIZE AND IDENTIFY MAJOR ARTISTS AND ARCHITECTS, AND ACQUIRE A BASIC KNOWLEDGE OF THEIR CONCEPTUAL MOTIVATIONS AND CONTRIBUTIONS TO SOCIETY. RECOGNIZE AND DESCRIBE THE FORMAL VISUAL ELEMENTS THAT SERVE AS THE VOCABULARY FOR WORKS OF VISUAL ART.

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ARH	2	050		WESTERN SURVEY I: PREHISTORY TO THE MEDIEVAL PERIOD	3		Humanities	No Updates		32	Yes	Fall 2025	ANALYZES THE HERITAGE OF THE WESTERN CANON WITHIN ITS CULTURAL CONTEXT FROM THE BIRTH OF ART THROUGH THE MEDIEVAL PERIOD.	APPLY THE APPROPRIATE VOCABULARY WHEN DESCRIBING WORKS OF ART CRITICALLY ANALYZE HOW THE VISUAL FORMS PRESENT IN A WORK OF ART CONVEY MEANING ISOLATE THE PRINCIPAL VISUAL FORMS AND MEDIA RESPONSIBLE FOR SHAPING STYLE BUILD A CONCEPTUAL FRAMEWORK OF THE WESTERN CANON FROM CAVE PAINTING THROUGH THE RENAISSANCE DEMONSTRATE HOW HISTORICAL STYLES OF THE WESTERN CANON CONVEY MEANINGS CONSISTENT WITH THE WORLDVIEW OF A CULTURAL ERA ISOLATE AND ANALYZE THE HISTORICAL FORCES (CULTURAL, SOCIO-ECONOMIC, AND POLITICAL) THAT ALTER THE PREVAILING WORLDVIEW AND THUS AFFECT BOTH STYLE AND MEANING IN ART. EFFECTIVELY DESCRIBE AND COMMUNICATE COMPLEX VISUAL IDEAS IN WRITTEN FORM
ARH	2	051		WESTERN SURVEY II: RENAISSANCE TO CONTEMPORARY	3		Humanities	No Updates		29	Yes	Summer 2025	ANALYZES THE AESTHETIC HERITAGE OF THE WESTERN CANON WITHIN ITS CULTURAL CONTEXT FROM THE FIFTEENTH CENTURY TO THE PRESENT. REQUIRED OF ALL ART MAJORS. SATISFIES THE LOWER DIVISION REQUIREMENT, ARH 1000.	STUDENTS WILL LEARN TO RECOGNIZE HISTORIC STYLES OF THE WESTERN CANON, THEIR SEQUENCE, AND THE CULTURAL FORCES THAT SHAPED THEM. THEY WILL ANALYZE AND INTERPRET ART AND ARCHITECTURE OF THE WESTERN CANON WITHIN THEIR HISTORICAL AND CULTURAL CONTEXT, AND HOW TO EXAMINE A WORK OF ART THROUGH FORMAL MEANS IN A WRITTEN PAPER. THEY WILL USE TECHNOLOGY TO RESEARCH AND ANALYZE WORKS OF ART. THEY WILL ORGANIZE AND EXPLAIN COMPLEX IDEAS EFFECTIVELY THROUGH A WRITTEN PAPER AND IN THE CONTEXT OF COMPARISONS AND ESSAYS IN EXAMS. THEY WILL DEVELOP AND EXECUTE PLANS FOR A PAPER THAT TAKES INTO ACCOUNT RESOURCES AND TIME AVAILABLE.
ART	1	015	C	EXPLORING ARTISTIC VISION	3		Humanities	Removed from General Education		1	Yes	Fall 2019	CHALLENGES THE STUDENT TO EXPLORE ALTERNATIVE MODES OF PERCEPTION AND INTERPRETATION, AND INCLUDES ELEMENTS OF THE WESTERN CANON, THROUGH LECTURES, DISCUSSION, AND HANDS-ON APPLICATION. MATERIAL AND SUPPLY FEE WILL BE ASSESSED.	STUDENT LEARNING OUTCOMES STUDENTS WILL BE ABLE TO: --DEFINE THE VARIOUS ROLES FOR VISUAL COMMUNICATION WITHIN DIFFERENT SOCIETIES --ANALYZE HOW THESE ROLES BUTTRESS THE EXISTING INSTITUTIONS WITHIN SPECIFIC SOCIETIES --WEIGH THE IMPACT OF TECHNOLOGY ON VISUAL MEDIA TODAY --ILLUSTRATE THE SPEED AND REACH OF VISUAL IDEAS WITHIN TODAY'S GLOBAL CULTURE --REFRAME THE DIALOG, BY EXPLOITING THE WAYS IN WHICH INSTITUTIONS USE IMAGES TO CONSTRUCT MEANING
AST	1	002		DESCRIPTIVE ASTRONOMY	3	Natural Sciences	Natural Sciences	No Updates		39	Yes	Fall 2025	THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC CLAIMS BY USING CRITICAL THINKING.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEFINE TERMS USED TO MEASURE AND DESCRIBE THE UNIVERSE. STUDENTS WILL EXPLAIN THE PROCESSES INVOLVED IN THE FORMATION AND EVOLUTION OF CELESTIAL BODIES OVER ASTRONOMICAL TIME ACCORDING TO DIFFERENT MODELS AND THEORIES. STUDENTS WILL DESCRIBE HOW SCIENTIFIC THEORIES EVOLVE IN RESPONSE TO NEW OBSERVATIONS AND CRITICALLY EVALUATE THEIR IMPACT ON SOCIETY. STUDENTS WILL FORMULATE EMPIRICALLY TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES AND PHENOMENA. STUDENTS WILL APPLY LOGICAL REASONING SKILLS THROUGH SCIENTIFIC CRITICISM AND ARGUMENT TO SEPARATE SCIENCE FROM NON-SCIENCE. STUDENTS WILL GATHER AND ANALYZE ASTRONOMICAL DATA AND COMMUNICATE RESULTS IN GRAPHIC AND WRITTEN FORMS. ADDITIONAL SLOS: STUDENTS WILL: DEFINE COMMON ASTRONOMICAL TERMS AND EXPLAIN BASIC CONCEPTS AND THEORIES FOR A RANGE OF ASTROPHYSICAL PHENOMENA. DESCRIBE THE UNIVERSE USING BASIC PHYSICAL LAWS DERIVED ON EARTH. MEMORIZE MAJOR SCIENTIFIC DEVELOPMENTS IN ASTRONOMY AND SUMMARIZE THEIR IMPACTS ON SOCIETY AND OUR ENVIRONMENT SUCH AS RECOGNIZING OUR PLACE IN THE UNIVERSE, EVALUATING THE VALIDITY OF ASTROLOGY, COMPARING ENERGY SOURCES, AND HOW ATMOSPHERIC EFFECTS OF PLANETS INFLUENCE CLIMATE CHANGE. EVALUATE THE DIFFERENCE BETWEEN GOOD SCIENCE AND BAD SCIENCE. UTILIZE SCIENTIFIC REASONING (USE OF LOGIC, OBSERVATIONS, AND CRITICAL THINKING) TO INTERPRET THE WORLD AROUND THEM. FORMULATE EMPIRICALLY-TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES AND PHENOMENA AND APPLY LOGICAL REASONING SKILLS THROUGH SCIENTIFIC CRITICISM AND ARGUMENT. SOLVE PROBLEMS AND UTILIZE QUANTITATIVE AND QUALITATIVE REASONING TO ASSESS PROBLEMS. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
AST	2	037		LIFE IN THE UNIVERSE	3		Natural Sciences	No Updates		2	Yes	Fall 2025	THIS ASTRONOMY-BASED COURSE CONTEMPLATES THE POSSIBILITIES OF LIFE ELSEWHERE IN OUR SOLAR SYSTEM AND THE UNIVERSE THROUGH A MULTIDISCIPLINARY SCIENCE APPROACH. CONDITIONS FOR LIFE TO FORM AND THE LIKELIHOOD THAT SUCH CONDITIONS MAY EXIST ELSEWHERE IN THE UNIVERSE ARE DISCUSSED. ALSO CONSIDERED ARE SCHEMES PROPOSED FOR THE SEARCH FOR EXTRATERRESTRIAL INTELLIGENCE (SETI).	STUDENT LEARNING OUTCOMES (SLO'S) STUDENTS WILL: DEMONSTRATE KNOWLEDGE OF THE SCIENTIFIC METHOD UTILIZE THE BASIC CONCEPTS OF ASTRONOMY/ASTROPHYSICS AND BIOLOGY RELATED TO LIFE IN THE UNIVERSE INCLUDING: THE MOLECULAR BASIS FOR LIFE, ITS BUILDING BLOCKS, ORIGIN AND DEVELOPMENT OF LIFE ON EARTH, REQUIREMENTS FOR LIFE, AND POSSIBLE LOCATIONS OF LIFE DEMONSTRATE AWARENESS OF SCIENTIFIC DEVELOPMENTS IN FIELDS RELATED TO LIFE IN THE UNIVERSE AND THEIR IMPACT ON SOCIETY AND THE WORLD WE LIVE IN DEMONSTRATE UNDERSTANDING OF SCIENTIFIC TERMS, CONCEPTS AND THEORIES, AND THE ABILITY TO FORMULATE EMPIRICALLY-TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.

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BOT	2	010		GENERAL BOTANY	3		Natural Sciences	No Updates		6	Yes	Fall 2025	INTRODUCTION TO THE BASIC CONCEPTS WHICH APPLY TO ALL PLANTS INCLUDING CELL THEORY, BIOSYNTHETIC PROCESSES, PHYSIOLOGICAL RESPONSE, DEVELOPMENT AND REPRODUCTION, AS WELL AS CONSIDERATION OF PLANT MORPHOLOGY, SYSTEMATICS AND EVOLUTION. MATERIAL AND SUPPLY FEE WILL BE ASSESSED FOR CORRESPONDING LAB.	STUDENT LEARNING OUTCOMES (SLO'S) ALC DOMAIN 1: CONTENT IDENTIFY AND EXPLAIN THE FUNCTIONS OF THE ORGANS, TISSUES, CELLS, ORGANELLES, AND OTHER STRUCTURES THAT MAKE UP A PLANT. EXPLAIN IMPORTANT PHYSIOLOGICAL AND DEVELOPMENTAL PROCESSES IN PLANT BIOLOGY INCLUDING PHOTOSYNTHESIS, MEMBRANE TRANSPORT, NUTRIENT ACQUISITION, WATER MOVEMENTS, RESPONSES TO ENVIRONMENTAL STIMULI, AND HORMONAL CONTROLS. DESCRIBE THE BASIC TENETS OF PLANT TAXONOMY AND EVOLUTION. DESCRIBE THE BASIC ECOLOGY AND DIVERSITY OF PLANTS IN THE BIOSPHERE. EXPLAIN THE IMPORTANCE AND PRACTICAL APPLICATIONS OF PLANTS IN EVERYDAY LIFE. DESCRIBE CAREER OPTIONS AVAILABLE TO STUDENTS WHO STUDY PLANT SCIENCE. ALC DOMAIN 2: CRITICAL THINKING EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. USE EXPERIMENTAL EVIDENCE TO SUPPORT AND EXPLAIN MECHANISTIC MODELS IN PLANT BIOLOGY. IDENTIFY THE ESSENTIAL FEATURES OF A GRAPH AND GENERATE AN ANALYSIS OF ITS CONTENTS IN RELATION TO THE FUNDAMENTAL PRINCIPLES OF PLANT BIOLOGY. ALC DOMAIN 3: COMMUNICATION CORRECTLY AND ACCURATELY EMPLOY THE TERMINOLOGY OF PLANT BIOLOGY. WRITE CLEAR AND CONCISE INTERPRETATIONS OF DATA SETS USING PROPER GRAMMAR, SPELLING, AND PUNCTUATION. WRITE A CLEAR AND CONCISE TECHNICAL LAB REPORT (OPTIONAL EXTRA CREDIT). ALC DOMAIN 4: INTEGRITY/VALUES EXPLAIN THE ETHICAL IMPORTANCE OF ACCURATE AND PRECISE COLLECTION AND REPORTING OF EXPERIMENTAL DATA. IDENTIFY ISSUES ARISING FROM THE USE OF GENETICALLY MODIFIED ORGANISMS.
BSC	1	005		GENERAL BIOLOGY FOR NON-MAJORS	3	Natural Sciences	Natural Sciences	No Updates		37	Yes	Fall 2025	THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. STUDENTS WILL DESCRIBE THE NATURAL WORLD. STUDENTS WILL ARTICULATE AND PRACTICE THE SCIENTIFIC METHOD. ADDITIONAL SLOS: GENERAL BIOLOGY IS DESIGNATED AS A GENERAL EDUCATION COURSE. THE GENERAL EDUCATION CURRICULUM AT THE UNIVERSITY OF WEST FLORIDA IS DESIGNED TO PROVIDE A COHESIVE PROGRAM OF STUDY THAT PROMOTES THE DEVELOPMENT OF A BROADLY EDUCATED PERSON AND PROVIDES THE KNOWLEDGE AND SKILLS NEEDED TO SUCCEED IN UNIVERSITY STUDIES. IDENTIFY THE CONCEPTS, PRINCIPLES, AND THEORIES THAT CONSTITUTE THE CORE OF BIOLOGY. RECOGNIZE STRUCTURES MAKING UP BIOLOGICAL MATERIAL. DESCRIBE METABOLIC PROCESSES OF LIFE. EMPLOY BIOLOGICAL TERMINOLOGY ACCURATELY. EXPLAIN HOW DNA RELATES TO GENETIC AND METABOLIC PROCESSES. RELATE BIOLOGICAL FUNCTIONS ON DIFFERENT SCALES OF LIFE – POPULATION, COMMUNITY.
BSC	1	050		FUNDAMENTALS OF ECOLOGY	3		Natural Sciences	No Updates		7	Yes	Summer 2021	INTENDED FOR NON-MAJORS WHO HAVE AN INTEREST IN NATURE AND HOW THEY INTERACT WITH NATURE. GIVES GENERAL OVERVIEW OF ECOLOGICAL PRINCIPLES AND HOW THESE PRINCIPLES INFLUENCE THE OUTSIDE WORLD AROUND US. IMBEDDED ARE SEVERAL ACTIVITIES THAT ARE ASSOCIATED WITH EACH CHAPTER. THE ACTIVITIES WERE DEVELOPED SO THAT THE STUDENT WILL GAIN A RESPECT FOR ECOLOGY AS WELL AS SHOW HOW ECOLOGICAL PRINCIPLES AFFECT YOUR DAILY LIFE.	STUDENT LEARNING OUTCOMES (SLO'S) COURSE GOALS AND STUDENT LEARNING OUTCOMES: BY THE END OF THIS COURSE YOU SHOULD BE ABLE TO: 1. DESCRIBE ENVIRONMENTAL PROBLEMS, THEIR CAUSES AND SUSTAINABILITY. 2. EXPLAIN THE UNDERLYING BIOLOGICAL AND CHEMICAL PRINCIPLES OF ECOLOGY. 3. EXPLAIN BIODIVERSITY, EVOLUTION, AND HOW ECOSYSTEMS WORK. 4. DISCUSS THE HUMAN POPULATION GROWTH AND ITS IMPACT. 5. IDENTIFY CHANGES IN CLIMATE AND THE IMPACT ON BIODIVERSITY 6. DESCRIBE AQUATIC AND TERRESTRIAL DIVERSITY AND BIOMES AND THE CURRENT THREATS TO THESE ECOSYSTEMS. 7. DISCUSS THE SPECIES EXTINCTION AND THE LOSS OF ECOSYSTEM SERVICES, 8. EVALUATE CURRENT WAYS TO SUSTAIN BIODIVERSITY IN BOTH TERRESTRIAL AND AQUATIC ECOSYSTEMS. GENERAL EDUCATION SLO: 1. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
BSC	1	085		ANATOMY AND PHYSIOLOGY I	3	Natural Sciences	Natural Sciences	No Updates		25	Yes	Fall 2025	THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL IDENTIFY CELL STRUCTURES AND DESCRIBE THEIR FUNCTIONS. STUDENTS WILL DISTINGUISH TISSUES BY STRUCTURE, LOCATION IN THE BODY, AND CONTRAST THEIR NORMAL PHYSIOLOGY. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF ANATOMICAL STRUCTURE, ORGANIZATION OF THE BODY, CAVITIES, PLANES, AND DIRECTIONAL TERMS. STUDENTS WILL IDENTIFY AND DESCRIBE STRUCTURES OF INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. STUDENTS WILL INTERPRET THE FUNCTIONS OF THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. STUDENTS WILL EXPLAIN HOW THE COMPONENTS OF THE HUMAN BODY MAINTAIN HOMEOSTASIS. STUDENTS WILL ANALYZE AND INTERPRET PHYSIOLOGICAL DATA. ADDITIONAL SLOS: UPON COMPLETION OF THE COURSE, STUDENTS WILL: DEVELOP A VOCABULARY OF APPROPRIATE TERMINOLOGY TO EFFECTIVELY COMMUNICATE INFORMATION RELATED TO ANATOMY AND PHYSIOLOGY. RECOGNIZE THE ANATOMICAL STRUCTURES AND EXPLAIN THE PHYSIOLOGICAL FUNCTIONS OF BODY SYSTEMS. RECOGNIZE AND EXPLAIN THE PRINCIPLE OF HOMEOSTASIS AND THE USE OF FEEDBACK LOOPS TO CONTROL PHYSIOLOGICAL SYSTEMS IN THE HUMAN BODY. USE ANATOMICAL KNOWLEDGE TO PREDICT PHYSIOLOGICAL CONSEQUENCES, AND USE KNOWLEDGE OF FUNCTION TO PREDICT THE FEATURES OF ANATOMICAL STRUCTURES. RECOGNIZE AND EXPLAIN THE INTERRELATIONSHIPS WITHIN AND BETWEEN ANATOMICAL AND PHYSIOLOGICAL SYSTEMS OF THE HUMAN BODY. SYNTHESIZE IDEAS TO MAKE A CONNECTION BETWEEN KNOWLEDGE OF ANATOMY AND PHYSIOLOGY AND REAL-WORLD SITUATIONS, INCLUDING HEALTHY LIFESTYLE DECISIONS AND HOMEOSTATIC IMBALANCES. DEMONSTRATE LABORATORY PROCEDURES USED TO EXAMINE ANATOMICAL STRUCTURES AND EVALUATE PHYSIOLOGICAL FUNCTIONS OF EACH ORGAN SYSTEM. INTERPRET GRAPHS OF ANATOMICAL AND PHYSIOLOGICAL DATA. FULFILLMENT OF THESE GOALS WILL BE ASSESSED USING EXAMS, QUIZZES, HOMEWORK EXERCISES AND DISCUSSIONS. UWF GENERAL EDUCATION SLO: EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.

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BSC	1	086		ANATOMY & PHYSIOLOGY II	3		Natural Sciences	No Updates		17	Yes	Fall 2025	CONTINUATION OF ANATOMY AND PHYSIOLOGY I. REVIEWS BASIC ANATOMICAL/ PHYSIOLOGICAL ATTRIBUTES OF ENDOCRINE, CARDIOPULMONARY, DIGESTIVE, REPRODUCTIVE AND IMMUNE SYSTEMS. LAB OPTIONAL.	STUDENT LEARNING OUTCOMES (SLO'S) CLO-1 DEVELOP A VOCABULARY OF APPROPRIATE TERMINOLOGY TO EFFECTIVELY COMMUNICATE INFORMATION RELATED TO ANATOMY AND PHYSIOLOGY. CLO-2 RECOGNIZE THE ANATOMICAL STRUCTURES AND EXPLAIN THE PHYSIOLOGICAL FUNCTIONS OF BODY SYSTEMS. CLO-3 RECOGNIZE AND EXPLAIN THE PRINCIPLE OF HOMEOSTASIS AND THE USE OF FEEDBACK LOOPS TO CONTROL PHYSIOLOGICAL SYSTEMS IN THE HUMAN BODY. CLO-4 USE ANATOMICAL KNOWLEDGE TO PREDICT PHYSIOLOGICAL CONSEQUENCES AND USE KNOWLEDGE OF FUNCTION TO PREDICT THE FEATURES OF ANATOMICAL STRUCTURES. CLO-5 RECOGNIZE AND EXPLAIN THE INTERRELATIONSHIPS WITHIN AND BETWEEN ANATOMICAL AND PHYSIOLOGICAL SYSTEMS OF THE HUMAN BODY. CLO-6 SYNTHESIZE IDEAS TO MAKE A CONNECTION BETWEEN KNOWLEDGE OF ANATOMY AND PHYSIOLOGY AND REAL-WORLD SITUATIONS, INCLUDING HEALTHY LIFESTYLE DECISIONS AND HOMEOSTATIC IMBALANCES. CLO-7 DEMONSTRATE CLINICAL LABORATORY PROCEDURES USED TO EXAMINE ANATOMICAL STRUCTURES AND EVALUATE THE PHYSIOLOGICAL FUNCTIONS OF EACH ORGAN SYSTEM. CLO-8 INTERPRET GRAPHS OF ANATOMICAL AND PHYSIOLOGICAL DATA. CLO-9 EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. FULFILLMENT OF THESE GOALS WILL BE ASSESSED USING EXAMS, QUIZZES, AND HOMEWORK EXERCISES.
BSC	2	010		BIOLOGY I	3	Natural Sciences	Natural Sciences	No Updates		31	Yes	Fall 2025	IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEMONSTRATE SCIENTIFIC LITERACY BY ARTICULATING AND PRACTICING THE SCIENTIFIC METHOD. STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. STUDENTS WILL IDENTIFY MAJOR MACROMOLECULES AND STATE THEIR IMPORTANCE TO LIVING ORGANISMS. STUDENTS WILL EXPLAIN METABOLISM. STUDENTS WILL COMPARE AND CONTRAST PROKARYOTIC AND EUKARYOTIC STRUCTURES AND PROCESSES OF CELL DIVISION AND REPLICATION. STUDENTS WILL EXPLAIN GENE EXPRESSION. STUDENTS WILL SOLVE PROBLEMS IN TRANSMISSION GENETICS. ADDITIONAL SLOS: UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO: EXPLAIN HOW CELLS ARE THE FUNDAMENTAL LIVING UNIT OF ALL ORGANISMS. DESCRIBE THE DISTRIBUTION OF ELECTRONS WITHIN ATOMS AND COVALENT BONDS. DISCUSS THE POLARITY OF WATER AND ITS UNIQUE ROLE IN CELLS. DESCRIBE THE MACROMOLECULES FOUND IN CELLS AN EXPLAIN HOW COVALENTLY LINKED BUILDING BLOCKS MAKE UP THE MACROMOLECULES. DESCRIBE THE FUNCTION OF PROTEINS IN MAINTAINING THE FORM OF A CELL. EXPLAIN THE FUNCTION OF PROTEINS IN THE CATALYSIS OF BIOCHEMICAL TRANSFORMATIONS. DESCRIBE HOW BIOLOGISTS STUDY THE FUNCTIONS AND SUBCELLULAR STRUCTURES.. DISCUSS THE ORGANIZATION OF CELL MEMBRANES AND THEIR ARRANGEMENTS OF LIPIDS AND PROTEINS. DISCUSS THE CONTRIBUTION OF THE CYTOSKELETON TO THE INTERNAL ORGANIZATION OF A CELL. EXPLAIN THE PROCESSES THAT CONSTITUTE CELLULAR RESPIRATION (GLYCOLYSIS, ACETYL-COA FORMATION, THE CITRIC ACID CYCLE, AND OXIDATIVE PHOSPHORYLATION) AND THEIR ROLE IN THE BIOENERGETICS OF A CELL. EXPLAIN CELL DIVISION AND THE REGULATION OF PASSAGE THROUGH THE CELL CYCLE. DESCRIBE MEIOSIS AND SEXUAL REPRODUCTION. DISCUSS MENDELIAN GENETICS AND THE PRINCIPLES OF INHERITANCE. EXPLAIN HOW GENES AFFECT THE BIOCHEMICAL PROCESSES AND MORPHOLOGICAL PROPERTIES OF ORGANISMS. EXPLAIN CHEMICAL STRUCTURE OF DNA. DESCRIBE THE PROCESSES OF DNA SYNTHESIS AND REPAIR. DISCUSS HOW DNA DIRECTS THE SYNTHESIS OF PROTEINS AND HOW CELLS REGULATE GENE EXPRESSION. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
BSC	2	011		BIOLOGY II	3		Natural Sciences	No Updates		23	Yes	Fall 2025	EXPLORES THE DIVERSITY OF LIFE INCLUDING BACTERIA, PROTISTS, FUNGI, PLANTS AND ANIMALS AT THE INTRODUCTORY LEVEL DESIGNED FOR STUDENTS STARTING A MAJOR IN BIOLOGY. THE COURSE WILL OUTLINE THE TREE OF LIFE IN ILLUSTRATING THE EVOLUTIONARY RELATIONSHIPS AMONG ORGANISMS. THE COURSE WILL ALSO COVER BASIC FUNCTIONAL MORPHOLOGY AND PHYSIOLOGY AT THE ORGANISMAL LEVEL, AND PROVIDE AN INTRODUCTION TO ECOLOGICAL INTERACTIONS AT THE POPULATION AND COMMUNITY LEVEL	STUDENT LEARNING OUTCOMES UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO ATTAIN THE FOLLOWING COMPETENCIES: IDENTIFY THE MAIN TAXONOMIC CATEGORIES OF LIFE. DESCRIBE THE CHARACTERS THAT DEFINE WHY ORGANISMS ARE PLACED IN THE MAIN TAXONOMIC CATEGORIES. EVALUATE CHARACTERS BY COMPARISON/CONTRAST AMONG DIFFERENT LIFE FORMS TO CATEGORIZE UNKNOWN SPECIMENS. IDENTIFY THE MAIN MORPHOLOGICAL STRUCTURES OF PLANTS. DESCRIBE THE MAIN PHYSIOLOGICAL PATHWAYS USED BY PLANTS. DISCUSS HOW THE MORPHOLOGY AND PHYSIOLOGY OF PLANTS RELATE TO ONE ANOTHER. IDENTIFY THE MAIN MORPHOLOGICAL STRUCTURES OF ANIMALS. DESCRIBE THE MAIN BODY SYSTEMS AND PHYSIOLOGICAL PATHWAYS USED BY ANIMALS. DISCUSS HOW THE MORPHOLOGY AND PHYSIOLOGY OF ANIMALS RELATE TO ONE ANOTHER. DESCRIBE THE CHARACTERISTICS OF POPULATION AND COMMUNITY LEVELS OF ORGANIZATION. DISCUSS HOW INTERACTIONS BETWEEN POPULATIONS AND COMMUNITIES DETERMINE BIOLOGICAL FITNESS. EVALUATE ECOLOGICAL/ENVIRONMENTAL ISSUES AND PREDICT CONSEQUENCES TO POPULATIONS AND COMMUNITIES. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
BSC	2	311		INTRODUCTION TO OCEANOGRAPHY AND MARINE BIOLOGY	3		Natural Sciences	No Updates		5	Yes	Summer 2025	AN INTRODUCTION TO THE CHEMICAL, PHYSICAL AND GEOLOGICAL FEATURES OF THE WORLD OCEAN AND THE MAJOR GROUPS OF LIVING MARINE ORGANISMS THAT INHABIT IT. PHYSICAL CHEMICAL AND BIOLOGICAL INTERRELATIONSHIPS WILL BE EMPHASIZED. CREDIT NOT GRANTED TOWARD A MAJOR IN BIOLOGY.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION STUDENT LEARNING OUTCOME: EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. STUDENT LEARNING OUTCOMES: 1. IDENTIFY THE STRUCTURE OF THE EARTH'S CRUST AND INTERIOR 2. EXPLAIN THE MECHANISMS AND THEORY OF PLATE TECTONICS 3. DESCRIBE HOW OCEAN FLOORS ARE FORMED 4. IDENTIFY MAJOR OCEANIC CURRENT TYPES 5. IDENTIFY THE CHEMICAL COMPONENTS TO LIFE 6. IDENTIFY THE MAJOR HABITAT TYPES 7. UNDERSTAND AND EXPLAIN THE HISTORY OF EVOLUTIONARY THOUGHT 8. UNDERSTAND THE HISTORY OF CLASSIFICATION AND BE ABLE TO IDENTIFY AND EXPLAIN THE HIERARCHY OF LIFE 9. LIST THE MAJOR CHARACTERISTICS OF THE KINGDOMS OF LIFE

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CCJ	2	002		SURVEY OF CRIME AND JUSTICE	3		Social Sciences	Updated	Learning Outcomes	2	Yes	Fall 2025	AN INTRODUCTION TO THE AMERICAN CRIMINAL JUSTICE SYSTEM THROUGH THE LENS OF SOCIAL SCIENCE INQUIRY. EXAMINES THE HISTORICAL FOUNDATIONS, ETHICAL PHILOSOPHIES, AND EVOLVING PRACTICES OF JUSTICE IN THE UNITED STATES. EXPLORES THE TRADITIONS AND PHILOSOPHIES THAT SHARE THE AMERICAN JUSTICE SYSTEM AND EVALUATES CLASSICAL CHALLENGES OF CRIME AND JUSTICE SUCH AS DUE PROCESS, EQUAL PROTECTION, AND THE RULE OF LAW. EMPHASIS IS PLACED ON HOW JUSTICE INSTITUTIONS INTERSECT WITH BROADER CIVIC, CONSTITUTIONAL, AND SOCIETAL FRAMEWORKS. DESIGNED FOR STUDENTS ACROSS DISCIPLINES, THIS COURSE FOSTERS INFORMED AND ETHICAL CITIZENSHIP BY EXPLORING HOW JUSTICE IS CONCEPTUALIZED, IMPLEMENTED, AND ANALYZED IN AMERICAN SOCIETY.	1) REASON ETHICALLY WITHIN THE TRADITIONS OF CLASSICAL AND CONTEMPORARY THEORIES OF JUSTICE, DUE PROCESS, AND THE RULE OF LAW. 2) APPLY SOCIAL SCIENCE METHODS TO INTERPRET CRIME DATA, POLICY RESPONSES, AND INSTITUTIONAL OUTCOMES AND THEIR IMPACT ON SOCIETY. 3) DESCRIBE THE ORGANIZATION AND FUNCTION OF THE U.S. CRIMINAL JUSTICE SYSTEM WITHIN THE BROADER CONTEXT OF CIVIC AND CONSTITUTIONAL PRINCIPLES. 4) ANALYZE CRIME PATTERNS AND CRITICALLY EVALUATE COMPETING EXPLANATIONS FOR CRIMINAL BEHAVIOR FROM MULTIPLE DISCIPLINARY PERSPECTIVES. 5) EXPLAIN HOW THE COMPONENTS OF THE JUSTICE SYSTEM RESPOND TO CRIME, INCLUDING HOW INSTITUTIONAL PRACTICES REFLECT ENDURING DISCOURSE REGARDING JUSTICE, PUNISHMENT, AND PUBLIC SAFETY.
CGS	2	020		INTRODUCTION TO MACHINE LEARNING	3		Natural Sciences	No Updates		1	Yes	Spring 2025	THIS COURSE OFFERS AN INTRODUCTION TO MACHINE LEARNING THAT IS DESIGNED FOR AN INTERDISCIPLINARY AUDIENCE. STUDENTS IN THIS COURSE WILL CRITICALLY EXAMINE HOW THE SCIENTIFIC METHOD IS USED IN MACHINE LEARNING MODEL CREATION AND EXPLORE THE MACHINE LEARNING LANDSCAPE INCLUDING THE SCOPE AND ITS APPLICABILITY IN A WIDER CONTEXT AND IN A VARIETY OF DISCIPLINES. THIS COURSE WILL ALSO PROVIDE STUDENTS WITH AN OVERVIEW OF THE FIELD OF DATA SCIENCE SHOULD THEY LIKE TO PURSUE IT AS THEIR CHOICE IN HIGHER EDUCATION.	STUDENT LEARNING OUTCOMES (SLO'S) EXPLAIN WHAT IS MACHINE LEARNING IDENTIFY TYPES OF MACHINE LEARNING ALGORITHMS ARTICULATE HOW MACHINE LEARNING IS USED IN PREDICTIVE ANALYTICS DESCRIBE STRENGTHS AND LIMITATIONS OF MACHINE LEARNING ALGORITHMS DISCUSS APPLICABILITY OF MACHINE LEARNING ACROSS MULTIPLE DOMAINS CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE (CRITICAL THINKING)
CHM	1	020		CONCEPTS IN CHEMISTRY	3	Natural Sciences	Natural Sciences	No Updates		27	Yes	Fall 2025	THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN PHYSICAL AND CHEMICAL PROPERTIES AND CHANGES. STUDENTS WILL RECOGNIZE COMPONENTS OF GASEOUS CHEMISTRY. STUDENTS WILL RECOGNIZE COMPONENTS OF AQUEOUS CHEMISTRY INCLUDING PROPERTIES OF WATER, SOLUTIONS, AND ACIDS AND BASES. STUDENTS WILL CORRELATE THE DESIGN OF THE PERIODIC TABLE TO PERIODIC TRENDS AND PHYSICAL AND CHEMICAL PROPERTIES ELEMENTS. STUDENTS WILL WRITE AND INTERPRET CHEMICAL FORMULA AND WRITE BALANCE CHEMICAL EQUATIONS. ADDITIONAL SLOS: STUDENTS WILL DEMONSTRATE CRITICAL THINKING RELATED TO CHEMISTRY ISSUES IN SOCIETY BY USING THE SCIENTIFIC PROCESS AS A TOOL TO CONSTRUCT INFORMED OPINIONS. STUDENTS WILL BE ABLE TO DISTINGUISH RELIABLE INFORMATION FROM MISINFORMATION AND DISINFORMATION IN ORDER TO FOLLOW THE SCIENTIFIC PROCESS. STUDENTS WILL ENGAGE WITH OTHER STUDENTS IN RESPECTFUL DISCUSSIONS AROUND CHEMISTRY ISSUES IN SOCIETY IN ORDER TO PRACTICE COMMUNICATING THEIR OPINIONS. ASSESSMENTS OF THE SLOS WILL BE THROUGH GRADED DISCUSSIONS, QUIZZES, AND EXAMS. UWF GENERAL EDUCATION, CRITICAL THINKING SLO: EVALUATING SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.

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CHM	2	045		GENERAL CHEMISTRY I	3	Natural Sciences	Natural Sciences	No Updates		35	Yes	Fall 2025	THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL APPLY THE LAW OF CONSERVATION OF MATTER AND ENERGY. STUDENTS WILL IMPLEMENT RULES OF SIGNIFICANT NUMBERS TO ALL MEASUREMENTS. STUDENTS WILL EXPLAIN THE FUNDAMENTAL PROPERTIES OF MATTER INCLUDING BUT NOT LIMITED TO ATOMIC AND ELECTRONIC STRUCTURE, AND PERIODICITY. STUDENTS WILL APPLY IUPAC RULES OF NOMENCLATURE. STUDENTS WILL PREDICT MOLECULAR GEOMETRY AND PROPERTIES FROM BONDING THEORIES. STUDENTS WILL PREDICT AND EXPLAIN THE PRODUCTS OF CHEMICAL REACTIONS (E.G., ACID-BASE, OXIDATION-REDUCTION, PRECIPITATION, DISSOCIATION). ADDITIONAL SLOS: SUCCESSFUL STUDENTS WILL ACQUIRE AND DEMONSTRATE BASIC KNOWLEDGE OF THEORIES, CONCEPTS, AND PRINCIPLES IN GENERAL CHEMISTRY. TOPICS INCLUDE BUT ARE NOT LIMITED TO THE PHYSICAL AND CHEMICAL PROPERTIES OF MATTER, ATOMIC THEORY, MOLECULAR STRUCTURE, MASS RELATIONSHIPS IN CHEMICAL REACTIONS, REACTIONS IN AQUEOUS SOLUTIONS, GASES, THERMOCHEMISTRY, QUANTUM THEORY, THE ELECTRONIC STRUCTURE OF ATOMS, PERIODIC TRENDS, AND CHEMICAL BONDING. AS A RESULT, SUCCESSFUL STUDENTS WILL BE ABLE TO DEMONSTRATE MASTERY OF THESE: BE ABLE TO USE ASSIGNED FORMULA/RULES FOR THESE TOPICS. APPLY THIS BASIC KNOWLEDGE TO SOLVE PROBLEMS. TO PROBLEM SOLVE THE STUDENT WILL LEARN TO: DEFINE THE PROBLEM APPROPRIATELY. DEVELOP DISCIPLINE-BASED STRATEGIES INCLUDING DIMENSIONAL ANALYSIS. PROVIDE THEIR RATIONALE FOR THE SELECTION OF THE PROBLEM-SOLVING STRATEGY. APPLY THE STRATEGY; EXPRESS THE ANSWER WITH THE CORRECT UNITS AND SIGNIFICANT FIGURES. EVALUATE THE RESULTS QUANTITATIVELY AND QUALITATIVELY. DETERMINE IF THE RESULTS ARE REASONABLE AND ACCURATE BASED UPON THEIR KNOWLEDGE. SHOW CONCERN FOR PRECISION BY AVOIDING CARELESS ERRORS. REVISE STRATEGY IF NECESSARY. DEMONSTRATE CRITICAL THINKING SKILLS BY EVALUATION OF SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. THIS STRATEGIC LEARNING OBJECTIVE WILL BE ASSESSED BY TEST RESULTS. CRITICAL THINKING. CRITICAL THINKING SKILLS ARE DEMONSTRATED BY THE EVALUATION OF SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
CHM	2	046		GENERAL CHEMISTRY II	3		Natural Sciences	No Updates		22	Yes	Fall 2025	CONTINUATION OF CHM 2045 WITH EMPHASIS ON CHEMICAL CALCULATIONS AND PROBLEM SOLVING. TOPICS INCLUDE THERMODYNAMICS, EQUILIBRIA, KINETICS AND AN INTRODUCTION TO TRANSITION METAL COMPLEXES. A GRADE OF "C-" OR HIGHER IS REQUIRED IN PREREQUISITE COURSES.	STUDENT LEARNING OUTCOMES: UPON COMPLETION OF CHM 2046, ALL STUDENTS SHOULD BE ABLE TO: • EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE • DESCRIBE THE FORCES THAT ACT BETWEEN MOLECULES AND IONS • UNDERSTAND PHASE TRANSITIONS AND INTERPRET PHASE DIAGRAMS • USE HEATING AND COOLING CURVES TO DETERMINE PHYSICAL PROPERTIES • DESCRIBE THE SOLUTION PROCESS • CALCULATE AND CONVERT AMONG COMMON SOLUTION CONCENTRATION UNITS • CALCULATE THE COLLIGATIVE PROPERTIES OF A SOLUTION • DEFINE CHEMICAL KINETICS, REACTION RATES, AND ACTIVATION ENERGY • WRITE RATE EXPRESSION AND RATE LAW FOR CHEMICAL REACTIONS • UNDERSTAND EQUILIBRIUM PROCESSES • DETERMINE EQUILIBRIUM CONSTANT EXPRESSIONS FOR REACTIONS • DEFINE ACIDS AND BASES • CALCULATE PH FOR AQUEOUS SOLUTIONS AND BUFFER SYSTEMS • CONSTRUCT AND INTERPRET TITRATION CURVES • DEFINE ENTROPY AND FREE ENERGY • CALCULATE CHANGES IN THERMODYNAMICS FUNCTIONS DURING CHEMICAL REACTIONS • BALANCE REDOX REACTIONS AND DESIGN ELECTROCHEMICAL CELLS • DEFINE RADIOACTIVITY AND NUCLEAR REACTIONS • UNDERSTAND AND DETERMINE RADIOACTIVE DECAY RATES FROM HALF-LIFE INFORMATION
CIS	2	530		INTRODUCTION TO CYBERSECURITY	3		Social Sciences	No Updates		1	Yes	Fall 2025	THIS COURSE INTRODUCES STUDENTS TO CYBERSECURITY . IT PROVIDES INFORMATION RELATED TO CYBER THREATS AS WELL AS THE BASIC SECURITY DESIGN AND INFORMATION ASSURANCE FUNDAMENTALS. IN ADDITION THE COURSE COVERS INFORMATION ASSURANCE CONTROLLING LAWS AND GUIDELINES.	UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO: LIST THE FUNDAMENTAL CONCEPTS OF THE INFORMATION ASSURANCE / CYBER DEFENSE DISCIPLINE. DESCRIBE HOW THE FUNDAMENTAL CONCEPTS OF CYBER DEFENSE CAN BE USED TO PROVIDE SYSTEM SECURITY. IDENTIFY THE BAD ACTORS IN CYBERSPACE AND COMPARE AND CONTRAST THEIR RESOURCES, CAPABILITIES/TECHNIQUES, MOTIVATIONS, AVERSION TO RISK. DESCRIBE DIFFERENT TYPES OF ATTACKS AND THEIR CHARACTERISTICS. IDENTIFY THE NEEDED DESIGN PRINCIPLE WHEN GIVEN A SPECIFIC SCENARIO. LIST THE APPLICABLE LAWS AND POLICIES RELATED TO CYBER DEFENSE AND DESCRIBE THE MAJOR COMPONENTS OF EACH PERTAINING TO THE STORAGE AND TRANSMISSION OF DATA. DESCRIBE THEIR RESPONSIBILITIES RELATED TO THE HANDLING OF INFORMATION ABOUT VULNERABILITIES. DESCRIBE HOW THE TYPE OF LEGAL DISPUTE (CIVIL, CRIMINAL, PRIVATE) AFFECTS THE EVIDENCE USED TO RESOLVE IT. LIST THE FIRST PRINCIPLES OF SECURITY. DESCRIBE WHY EACH PRINCIPLE IS IMPORTANT TO SECURITY AND HOW IT ENABLES THE DEVELOPMENT OF SECURITY MECHANISMS THAT CAN IMPLEMENT DESIRED SECURITY POLICIES. ANALYZE COMMON SECURITY FAILURES AND IDENTIFY SPECIFIC DESIGN PRINCIPLES THAT HAVE BEEN VIOLATED. IDENTIFY THE NEEDED DESIGN PRINCIPLE WHEN GIVEN A SPECIFIC SCENARIO. DESCRIBE WHY GOOD HUMAN MACHINE INTERFACES ARE IMPORTANT TO SYSTEM USE. EXPLAIN THE INTERACTION BETWEEN SECURITY AND SYSTEM USABILITY AND THE IMPORTANCE FOR MINIMIZING THE AFFECTS OF SECURITY MECHANISMS. EXAMINE THE ARCHITECTURE OF A TYPICAL, COMPLEX SYSTEM AND IDENTIFY SIGNIFICANT VULNERABILITIES, RISKS, AND POINTS AT WHICH SPECIFIC SECURITY TECHNOLOGIES/METHODS SHOULD BE EMPLOYED.

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COM	2	023		DEATH AND COMMUNICATION	3		Social Sciences	Removed from General Education		1	Yes	Spring 2025	IN THIS COURSE WE SHALL EXAMINE TOPICS RELATED TO DEATH. THE CHIEF FOCUS OF THIS CLASS WILL BE INTERPERSONAL COMMUNICATION AND DEATH. WE WILL EXPLORE END-OF-LIFE COMMUNICATION IN A FAMILY CONTEXT. OTHER TOPICS INCLUDE DEATH RITUALS IN DIVERSE CULTURAL CONTEXTS, THE HIGH COST OF DYING IN THE UNITED STATES, AND DEATH POLICY. PLEASE BE AWARE THAT SOME OF THESE ISSUES CAN BE RATHER DISQUIETING TO CONSIDER AND DISCUSS. STUDENTS SHOULD CONSIDER THE SUBJECT MATTER BEFORE DECIDING TO ENROLL IN THIS COURSE.	STUDENTS WILL DEMONSTRATE AN ABILITY TO RESEARCH DEATH RITUALS IN CULTURES OTHER THAN THEIR OWN CULTURE. STUDENTS WILL DEMONSTRATE THEIR ABILITY TO CONDUCT A PURPOSEFUL CONVERSATION ABOUT DEATH AND REFLECT ON THAT CONVERSATION BY COMPLETING ASSIGNMENT ONE IN THIS CLASS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF IMPORTANT CONCEPTS RELATED TO DEATH INCLUDING UNCERTAINTY MANAGEMENT THEORY.
CPO	2	002		COMPARATIVE POLITICS	3		Social Sciences	No Updates		7	Yes	Fall 2025	EXAMINATION OF POLITICAL PROCESSES AND POLITICAL INSTITUTIONS IN SELECTED FOREIGN COUNTRIES SUCH AS BRITAIN, FRANCE, GERMANY, USSR, JAPAN AND INDIA. METHODS OF CROSS-NATIONAL POLITICAL ANALYSIS. AS WITH ALL INTRODUCTORY SOCIAL SCIENCE COURSES IN THE GENERAL EDUCATION CURRICULUM, THIS COURSE WILL PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES.	STUDENT LEARNING OUTCOMES (SLO'S) STUDENT LEARNING OUTCOMES • IDENTIFY THEORIES OF COMPARING COUNTRIES • EXPLORE THE ADVANTAGES AND LIMITATIONS OF CIVIC PARTICIPATION IN DIFFERENT POLITICAL CONTEXTS • COMPARE AND CONTRAST SPECIFIC COUNTRIES IN TERMS OF THEIR HISTORIES, GOVERNING INSTITUTIONS, AND CHALLENGES UWF GENERAL EDUCATION STUDENT LEARNING OUTCOMES • CRITICAL THINKING: SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. • INTEGRITY/VALUES: REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
CRW	2	001		INTRODUCTION TO CREATIVE WRITING	3		Communication	No Updates		8	Yes	Fall 2025	OVERVIEW AND INTRODUCTION TO THREE GENRES OF CREATIVE WRITING: POETRY, FICTION, AND CREATIVE NONFICTION; INCLUDES ELEMENTS OF THE WESTERN CANON. WILL BE TAUGHT AS PART LECTURE/DISCUSSION AND PART WRITING WORKSHOP. CREDIT CANNOT BE RECEIVED IN BOTH CRW 2001 AND CRW 2000.	STUDENT LEARNING OUTCOMES (SLO'S) DEMONSTRATE IN WRITTEN WORK THE CONVENTIONS OF POETRY, FICTION, DRAMA, AND NONFICTION INCLUDING METAPHOR, NARRATIVE, METER, TONE AND IMAGERY. SUBMIT ORIGINAL WORK FOR DISCUSSION IN A WORKSHOP ENVIRONMENT AND PROVIDE WRITTEN AND ORAL CRITICISM TO PEERS THROUGHOUT THE DRAFTING PROCESS OF A CREATIVE WORK. REVISE WORK BY INTEGRATING ANALYTICAL COMMENTS BY THE PROFESSOR AND CLASSMATES INTO EACH STUDENT'S REVISION PROCESS OF HIS OR HER CREATIVE WORK. ADDRESS IN WRITING AND CONVERSATION THE MULTICULTURAL DIMENSIONS AND CONFLICTS INHERENT IN LITERATURE
DEP	2	004		HUMAN DEVELOPMENT ACROSS THE LIFESPAN	3		Social Sciences	No Updates		27	Yes	Fall 2025	THIS COURSE IS A SURVEY OF MAJOR THEMES AND RECENT FINDINGS IN THE AREA OF HUMAN DEVELOPMENT ACROSS THE LIFE SPAN. AN EMPHASIS WILL BE ON THE MAJOR TRANSITIONS FROM FETAL DEVELOPMENT THROUGH DEATH IN THE PHYSICAL, COGNITIVE, SOCIAL, AND EMOTIONAL DOMAINS. THE IMPACT OF INDIVIDUAL DIFFERENCES ON DEVELOPMENT WILL BE EXAMINED.	STUDENT LEARNING OUTCOMES (SLO'S) THE SUCCESSFUL STUDENT WILL BE ABLE TO: DIFFERENTIATE KEY LIFESPAN THEORIES, CONCEPTS, AND TERMS. IDENTIFY MAJOR PHYSICAL CHANGES THAT OCCUR THROUGHOUT THE LIFESPAN. IDENTIFY MAJOR COGNITIVE CHANGES THAT OCCUR THROUGHOUT THE LIFESPAN. IDENTIFY MAJOR SOCIOEMOTIONAL CHANGES THAT OCCUR THROUGHOUT THE LIFESPAN. APPLY LIFESPAN THEMES TO EXPERIENCES OUTSIDE OF THE CLASSROOM. UWF GENERAL EDUCATION SLOS: CRITICAL THINKING GENERAL EDUCATION OUTCOME: SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. INTEGRITY AND VALUES GENERAL EDUCATION OUTCOME: REASON ETHICALLY WITHIN AN APPROPRIATE DISCIPLINARY CONTEXT.
ECO	2	013		PRINCIPLES OF ECONOMICS MACRO	3	Social Sciences	Social Sciences	No Updates		45	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL RECOGNIZE THAT ALL DECISIONS HAPPEN IN AN ENVIRONMENT OF SCARCITY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE REGARDING HOW CHANGES IN AGGREGATE MEASUREMENTS ARE RELATED TO ECONOMIC PERFORMANCE. STUDENTS WILL RECOGNIZE THE RELATIONSHIPS BETWEEN THE COMPONENTS OF THE NATIONAL INCOME ACCOUNTS. STUDENTS WILL ANALYZE THEORY AND EVIDENCE REGARDING FISCAL AND MONETARY POLICIES AND HOW THEY AFFECT THE ECONOMY. STUDENTS WILL IDENTIFY THEORIES OF LONG-TERM ECONOMIC GROWTH AND EXAMINE EVIDENCE FOR THOSE THEORIES.
ENC	1	101		ENGLISH COMPOSITION I	3	Communication	Communication	No Updates		64	Yes	Fall 2025	THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL APPLY RHETORICAL KNOWLEDGE TO COMMUNICATE FOR A RANGE OF AUDIENCES AND PURPOSES. STUDENTS WILL EMPLOY CRITICAL THINKING TO ANALYZE FORMS OF COMMUNICATION. STUDENTS WILL ENGAGE IN WRITING PROCESSES THAT INVOLVE DRAFTING, REVISING, AND REFLECTING. ADDITIONAL SLOS: DEVELOP A WRITING PROJECT THROUGH MULTIPLE DRAFTS. CLEARLY AND EFFECTIVELY COMMUNICATE YOUR IDEAS. APPLY THE SURFACE FEATURES OF WRITING, CORRECTLY IDENTIFYING PATTERNS OF ERRORS. INCORPORATE APPROPRIATE AND ACCURATE CONVENTIONS IN TERMS OF RESEARCH AND SOURCE CITATION. REFLECT ON YOUR WRITING PROCESS THROUGH ANALYSIS OF REVISION AND DRAFTING.

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ENC	1	102		ENGLISH COMPOSITION II	3		Communication	No Updates		52	Yes	Fall 2025	INTRODUCTION TO PUBLIC WRITING WITH AN EMPHASIS ON RHETORICAL AND GENRE ANALYSIS. COURSE PROVIDES INSTRUCTION ON WRITING TO AUDIENCES IN SITUATIONS AND CONTEXTS BEYOND THE ACADEMIC ESSAY. STUDENTS WILL LEARN TO ORGANIZE AND PRESENT IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES AND MULTIPLE MODES OF COMMUNICATION.	CLEARLY AND EFFECTIVELY COMMUNICATE YOUR IDEAS USE KEY RHETORICAL CONCEPTS THROUGH ANALYZING AND COMPOSING A VARIETY OF TEXTS EVALUATE AUDIENCE AND SELECT AN APPROPRIATE GENRE AND MEDIUM BASED ON PURPOSE AND CONTEXT SELECT DIGITAL ENVIRONMENTS, MEDIA, AND GENRE FOR PRODUCTION OF TEXTS, RESEARCH, AND COLLABORATION SYNTHESIZE AND ANALYZE TO DETERMINE EFFECTIVE INTEGRATION OF SOURCES INTO WRITING PROJECTS
ENC	1	102		HONORS ENGLISH COMPOSITION II	3		Communication	Addition to GE for 26-27 Academic Year		11	No	N/A	INTRODUCTION TO PUBLIC WRITING WITH AN EMPHASIS ON RHETORICAL AND GENRE ANALYSIS. COURSE PROVIDES INSTRUCTION ON WRITING TO AUDIENCES IN SITUATIONS AND CONTEXTS BEYOND THE ACADEMIC ESSAY. STUDENTS WILL LEARN TO ORGANIZE AND PRESENT IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES AND MULTIPLE MODES OF COMMUNICATION. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM.	CLEARLY AND EFFECTIVELY COMMUNICATE YOUR IDEAS USE KEY RHETORICAL CONCEPTS THROUGH ANALYZING AND COMPOSING A VARIETY OF TEXTS EVALUATE AUDIENCE AND SELECT AN APPROPRIATE GENRE AND MEDIUM BASED ON PURPOSE AND CONTEXT SELECT DIGITAL ENVIRONMENTS, MEDIA, AND GENRE FOR PRODUCTION OF TEXTS, RESEARCH, AND COLLABORATION SYNTHESIZE AND ANALYZE TO DETERMINE EFFECTIVE INTEGRATION OF SOURCES INTO WRITING PROJECTS
ENL	2	010		HISTORY OF ENGLISH LITERATURE I	3		Humanities	No Updates		2	Yes	Fall 2025	HISTORICAL SURVEY OF BRITISH LITERATURE FROM BEOWULF TO 1660. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY. CRITICALLY INTERPRET LITERARY WORKS BY ENGLISH WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS. CONSTRUCT PERSUASIVE ARGUMENTS IN WRITING USING TEXTUAL EVIDENCE AND ANALYSIS. PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX AVOID PLAGIARISM PROPERLY CITE SOURCES USING MLA STYLE
ENL	2	020		HISTORY OF ENGLISH LITERATURE II	3		Humanities	No Updates		2	Yes	Spring 2025	HISTORICAL TRENDS: 1660 TO PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY CRITICALLY INTERPRET LITERARY WORKS BY ENGLISH WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS CONSTRUCT PERSUASIVE ARGUMENTS USING TEXTUAL EVIDENCE AND ANALYSIS PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX AVOID PLAGIARISM PROPERLY CITE SOURCES USING MLA STYLE
ESC	2	000		INTRODUCTION TO EARTH SCIENCE	3	Natural Sciences	Natural Sciences	No Updates		27	Yes	Fall 2025	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. STUDENTS WILL ANALYZE AND SYNTHESIZE EARTH SCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT EARTH PROCESSES. STUDENTS WILL EFFECTIVELY COMMUNICATE THE IMPORTANCE OF THE INTERACTIONS BETWEEN HUMANS AND THE EARTH'S SPHERES. STUDENTS WILL APPLY THEIR UNDERSTANDING OF THESE EARTH SCIENCE PRINCIPLES TO COMPLEX GLOBAL AND LOCAL ISSUES. UWF GENERAL EDUCATION SLO: THE MAJOR GENERAL EDUCATION LEARNING OUTCOME FOR THIS COURSE IS CRITICAL THINKING: EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL COURSE SLOS: CRITICALLY EXAMINE THE CONCEPTS, POLICIES, AND METHODOLOGIES OF EARTH SCIENCE, AND INTERPRET HOW HUMAN ACTIVITIES AFFECT, AND ARE AFFECTED BY EARTH PROCESSES. DESCRIBE THEIR ENVIRONMENT IN TERMS OF GEOLOGICAL, GEOMORPHOLOGICAL, AND METEOROLOGICAL PROCESSES AND PRINCIPLES. DOCUMENT AND ARTICULATE NATURAL PHYSICAL PROCESSES AND SYSTEMS.
EUH	1	000		WESTERN PERSPECTIVES I	3		Social Sciences	No Updates		20	Yes	Fall 2025	STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR, PAST AND PRESENT. THE COURSE SURVEYS THE MAJOR ECONOMIC, SOCIAL, POLITICAL, RELIGIOUS, AND CULTURAL INSTITUTIONS AND IDEAS FROM THE BEGINNING OF WESTERN CIVILIZATION TO THE EARLY MODERN EUROPEAN PERIOD. THIS COURSE EXAMINES THE MAJOR EVENTS IN THE HISTORY OF WESTERN CIVILIZATION FROM ANTIQUITY TO THE 17TH CENTURY. IT ALSO EXAMINES EUROPE'S SOCIAL, RELIGIOUS, SCIENTIFIC, CULTURAL, POLITICAL, AND INTELLECTUAL DEVELOPMENTS FROM ANTIQUITY TO THE 17TH CENTURY.	STUDENT LEARNING OUTCOMES (SLO'S) TRACE THE GENERAL PROGRESSION OF POLITICS AND SOCIETY IN WESTERN CIVILIZATION. ANALYZE ARGUMENTS, FORM AND SUPPORT CONCLUSIONS, EVALUATE INFORMATION, AND PRESENT THESE CONCLUSIONS IN COHERENT ANALYTICAL PAPERS. EVALUATE AND ANALYZE PRIMARY SOURCES. UTILIZE THE BASIC METHODS AND TRADITIONS OF RESEARCH AND ANALYSIS IN HISTORY. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS (CRITICAL THINKING). CRITICAL THINKING WILL BE ASSESSED THROUGH A SHORT ESSAY BASED ON PRIMARY SOURCE DOCUMENTS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT (INTEGRITY/VALUES). INTEGRITY/VALUES WILL BE ASSESSED THROUGH A QUIZ AND ESSAY. COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE.

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EUH	1	001		WESTERN PERSPECTIVES II	3		Social Sciences	No Updates		15	Yes	Fall 2024	STUDY OF THE WEST'S GEOGRAPHICAL, SOCIO-CULTURAL, POLITICAL AND SCIENTIFIC DEVELOPMENTS WITH AN EMPHASIS ON HOW CHANGES IN THESE AREAS HELPED TO SHAPE CIVILIZATION IN THE WEST, INFLUENCED THE NON-WESTERN WORLD, AND PROVIDED INSIGHT INTO THE CURRENT CONDITIONS IN THE WEST AND ITS RELATIONSHIP WITH THE GLOBAL COMMUNITY.	STUDENT LEARNING OUTCOMES (SLO'S) -STUDENTS WILL RECOGNIZE POLITICAL, SOCIAL, ECONOMIC, TECHNICAL, AND CULTURAL TRENDS IN EUROPEAN HISTORY SINCE 1648. -STUDENTS WILL BE ABLE TO IDENTIFY PRIMARY SOURCES AND USE THEM TO OBTAIN EVIDENCE. -STUDENTS WILL SELECT FACTUAL AND INTERPRETIVE INFORMATION FROM SECONDARY SOURCES, SUCH AS TEXTS, MONOGRAPHS, AND LECTURES, REPRESENTING DIFFERENT TYPES AND METHODS OF HISTORY. -STUDENTS WILL SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. -STUDENTS WILL REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
EVR	2	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	3	Natural Sciences	Natural Sciences	No Updates		31	Yes	Fall 2025	THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL APPLY CRITICAL THINKING TO ANALYSIS AND INTERPRETATION OF ENVIRONMENTAL INFORMATION AND MODEL OUTPUT. STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. STUDENTS WILL EXPLAIN THE BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE. STUDENTS WILL USE EMPIRICAL EVIDENCE TO DESCRIBE THE HISTORICAL AND MODERN CONTEXT OF ENVIRONMENTAL PROBLEMS AND THEIR SOLUTIONS. ADDITIONAL SLOS: IDENTIFY, EXAMINE, AND DISCUSS CURRENT, GLOBAL ENVIRONMENTAL ISSUES. PERFORM COMMUNITY SERVICE ENGAGEMENT RELATED TO LESSONS LEARNED IN CLASS. EVALUATE PERSONAL DECISIONS AND ACTIONS THAT AFFECT THE ENVIRONMENT.
EVR	2	001		HONORS INTRODUCTION TO ENVIRONMENTAL SCIENCE	3	Natural Sciences	Natural Sciences	No Updates		8	Yes	N/A	THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL APPLY CRITICAL THINKING TO ANALYSIS AND INTERPRETATION OF ENVIRONMENTAL INFORMATION AND MODEL OUTPUT. STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. STUDENTS WILL EXPLAIN THE BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE. STUDENTS WILL USE EMPIRICAL EVIDENCE TO DESCRIBE THE HISTORICAL AND MODERN CONTEXT OF ENVIRONMENTAL PROBLEMS AND THEIR SOLUTIONS. ADDITIONAL SLOS: IDENTIFY, EXAMINE, AND DISCUSS CURRENT, GLOBAL ENVIRONMENTAL ISSUES. PERFORM COMMUNITY SERVICE ENGAGEMENT RELATED TO LESSONS LEARNED IN CLASS. EVALUATE PERSONAL DECISIONS AND ACTIONS THAT AFFECT THE ENVIRONMENT.
FIN	2	104		PERSONAL FINANCE	3		Social Sciences	No Updates		3	Yes	Fall 2025	SURVEY OF PERSONAL FINANCIAL PLANNING TOPICS. INCLUDES: MANAGING MONEY AND CREDIT, PERSONAL LOANS, INSURANCE, INVESTMENTS, HOME OWNERSHIP, AND TAXES.	STUDENT LEARNING OUTCOMES (SLO'S) SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. (CRITICAL THINKING: SOCIAL SCIENCES) REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. (INTEGRITY/VALUES: SOCIAL SCIENCES) UTILIZE TIME VALUE OF MONEY CONCEPTS TO SOLVE A WIDE VARIETY OF FINANCIAL PROBLEMS INCLUDING AUTO AND REAL ESTATE FINANCING, AS WELL AS RETIREMENT PLANNING. (CRITICAL THINKING: SOCIAL SCIENCES) DESCRIBE THE COSTS AND BENEFITS OF HOME, AUTO, HEALTH, AND LIFE INSURANCE POLICIES IN THE LONG-TERM PLANNING OF PERSONAL AND FAMILY FINANCES. (INTEGRITY/VALUES: SOCIAL SCIENCES) IDENTIFY BASIC PERSONAL INCOME TAX CONCEPTS FOR HOUSEHOLD USE. EXPLAIN THE KEY CONCEPTS AND IMPORTANCE OF PERSONAL FINANCIAL STATEMENTS AND BUDGETING FOR HOUSEHOLDS. DESCRIBE IMPORTANT CASH MANAGEMENT CONSIDERATIONS. EXPLAIN THE WISE USE OF CREDIT AND PURCHASING DECISIONS AS THEY RELATE TO INDIVIDUALS. DESCRIBE THE KEY CONSIDERATIONS RELATED TO HOME AND AUTOMOBILE PURCHASE AND FINANCING DECISIONS. IDENTIFY LONG-TERM INVESTMENT AND RETIREMENT CONCEPTS AND STRATEGIES.
GEA	2	000		NATIONS AND REGIONS OF THE WORLD	3		Social Sciences	No Updates		16	Yes	Fall 2025	REGIONAL TREATMENT OF THE PHYSICAL & CULTURAL ENVIRONMENTS OF THE WORLD. INTERDEPENDENCE OF PEOPLES AND NATIONS OF THE WORLD WILL BE STRESSED WITHIN THE CONTEXT OF ENVIRONMENTAL ATTRIBUTES AND SHORTCOMINGS AND HUMAN RESPONSES TO ENVIRONMENTAL OPPORTUNITIES OR LIMITATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) THE SOCIAL SCIENCE GEN ED SLOS ARE TO SOLVE PROBLEMS USING SOCIAL SCIENCE METHOD AND REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. SPECIFIC COURSE SLOS ARE: DEFINE AND BE ABLE TO APPLY TO USE KEY CONCEPTS, IDEAS, AND TERMS IN EACH TEXT CHAPTER. (CLO1) IDENTIFY AND EXPLAIN MAJOR GEOGRAPHIC THEORIES POSED AND APPLIED BY GEOGRAPHERS. (CLO2) DESCRIBE GEOGRAPHIC, LAND USE, URBANIZATION, GLOBALIZATION, HISTORIC, CULTURAL, AND ETHNIC MODELS AND CONCEPTS AND THEN BE ABLE TO APPLY THOSE MODELS TO CURRENT AND FUTURE REALMS, REGIONS, AND THE WORLD. (CLO3) ASSESSMENT OF THE CLOS WILL BE VIA TREADED DISCUSSIONS, REACTION PAPERS, PROJECTS, AND QUIZZES IN EACH CHAPTER OR MODULE LEADING TO AN INTEGRATED ESSAY FORMAT CONCEPT FOCUSED FINAL EXAM. (CLO4) (NOTE: EACH CHAPTER OR MODULE CONTAINS VARIED DETAILED STUDENT LEARNING OUTCOMES (SLO) RELATED AND LINKED TO THE COURSE LEARNING OUTCOMES.)
GEB	1	011		INTRODUCTION TO BUSINESS	3		Social Sciences	No Updates		1	Yes	Fall 2025	PROVIDES IN-DEPTH COVERAGE OF ALL ASPECTS OF BUSINESS BY PRESENTING AN INTEGRATED AND BALANCED REVIEW OF THE EXTERNAL AND INTERNAL FORCES THAT COMPRISE BUSINESS AND ECONOMIC SYSTEMS. INTENDED PRIMARILY FOR FRESHMAN/SOPHOMORES TO ASSIST THE STUDENT'S SELECTION OF A BUSINESS CAREER OR BUSINESS MAJOR.	STUDENT LEARNING OUTCOMES (SLO'S) DISCUSS WHY BUSINESSES ARE STRUCTURED DIFFERENTLY BECAUSE OF FACTORS SUCH AS GEOGRAPHIC LOCATION, TARGET MARKETS, OR PRODUCT MIXES. DISCUSS THE DIFFERENT ELEMENTS INVOLVED WITH DOING BUSINESS INTERNATIONALLY DISCUSS HOW BUSINESSES ACHIEVE SUCCESS BY DEMONSTRATING ETHICAL BEHAVIOR EXPLAIN THE STRATEGIES FOR BUSINESS SUCCESS IN THE RELATIONSHIP ERA DESCRIBE FACTORS THAT AFFECT PERFORMANCE, MOTIVATION, AND GROUP WORK IN THE WORKPLACE DESCRIBE THE ELEMENTS OF CUSTOMER-DRIVEN MARKETING DEMONSTRATE THE USE OF TECHNOLOGY IN BUSINESS DISCUSS THE BASIC ELEMENTS OF FINANCIAL MANAGEMENT AND INVESTING SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.

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GLY	2	010		PHYSICAL GEOLOGY	3	Natural Sciences	Natural Sciences	No Updates		17	Yes	Fall 2023	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY.	STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. STUDENTS WILL ANALYZE AND SYNTHESIZE GEOSCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT GEOLOGIC PROCESSES. STUDENTS WILL EFFECTIVELY COMMUNICATE THE IMPORTANCE OF THE INTERACTIONS BETWEEN HUMANS AND EARTH'S SPHERES. STUDENTS WILL APPLY THEIR UNDERSTANDING OF THESE GEOLOGIC PRINCIPLES TO COMPLEX ISSUES. NATURAL SCIENCE GEN ED SLO: EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. SPECIFIC COURSE SLOS: DESCRIBE THE SCIENTIFIC METHOD AND APPLY IT IN A GEOLOGICAL CONTEXT DESCRIBE EARTH'S MAJOR SYSTEMS AND EXPLAIN HOW THEY INTERACT IDENTIFY COMMON ROCKS AND MINERALS AND INTERPRET HOW THEY FORM; DESCRIBE AND INTERPRET THE DEVELOPMENT OF LANDFORMS AND GEOLOGIC STRUCTURES EXPLAIN THE PLATE TECTONIC THEORY AND EXPLAIN ITS RELATIONSHIP TO EARTH PROCESSES, FEATURES, AND LANDFORMS.
HIS	2	050		EXPLORE HISTORY	3		Social Sciences	No Updates		2	Yes	Fall 2025	STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR, PAST AND PRESENT. THIS COURSE INTRODUCES THE FOUNDATIONS OF HISTORICAL RESEARCH METHODS AND INTERPRETATIONS. STUDENTS WILL LEARN AND PRACTICE HISTORICAL RESEARCH AND WRITING USING APPROPRIATE HISTORICAL RESEARCH TOOLS AND SKILLS. IN ADDITION TO THE BASIC SKILLS INTRODUCED, STUDENTS WILL ALSO DIVE INTO THE MODERN (POST-1700) HISTORY OF EURASIA.	STUDENT LEARNING OUTCOMES (SLO'S) UWF GENERAL EDUCATION SLOS: REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT (INTEGRITY/VALUES). SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS (CRITICAL THINKING) THIS SLO RELATES TO STUDENTS' ABILITY TO APPLY HISTORICAL REASONING TO EVALUATE PRIMARY AND SECONDARY SOURCES. ASSESSMENTS WILL BE THROUGH STANDARDIZED HISTORY ASSESSMENTS OF THINKING BASED ON THE WORK OF THE STANFORD HISTORY EDUCATION GROUP. ADDITIONAL SLOS: ANALYZE AND EVALUATE PRIMARY SOURCES AND FORM COHERENT ARGUMENTS, SOLVE PROBLEMS AND IDENTIFY AREAS FOR FURTHER INVESTIGATION. CRITICALLY INTERPRET HISTORICAL EVENTS OR PERIODS THROUGH A VARIETY OF CULTURAL PERSPECTIVES. DEMONSTRATE WRITTEN AND ORAL COMMUNICATION SKILLS SUCCESS.
HSC	2	100		PERSONAL, FAMILY AND COMMUNITY HEALTH	3		Social Sciences	No Updates		3	Yes	Fall 2025	THIS COURSE EXAMINES U.S. HEALTH PRIORITIES WITH AN EMPHASIS ON BEHAVIORAL AND SOCIAL DETERMINANTS OF HEALTH. THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS WILL BE EXPLORED. THIS WILL INCLUDE PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES RELATED TO HEALTH. MATERIAL PRESENTED WILL RAISE LEVELS OF AWARENESS AND PROVIDE INFORMATION NEEDED TO MAKE INFORMED HEALTH RELATED CHOICES, ENCOURAGE ATTITUDE CHANGE, AND DEVELOP DECISION MAKING SKILLS WHICH FACILITATE HEALTHIER LIFESTYLE BEHAVIORS.	STUDENT LEARNING OUTCOMES (SLO'S) DIFFERENTIATE BETWEEN THE EIGHT DIMENSIONS OF WELLNESS AND EXPLAIN THEIR INTERRELATEDNESS. INCREASE KNOWLEDGE OF PREVALENCE, RISK FACTORS, AND TREATMENT TO COMMON HEALTH PROBLEMS. ANALYZE HOW HEALTH BEHAVIORS ARE INFLUENCED BY SOCIAL, POLITICAL, AND ECONOMIC FACTORS. DEMONSTRATE HOW THEORY AND RESEARCH CAN BE APPLIED IN REAL-WORLD SETTINGS TO IMPROVE HEALTH AND WELL-BEING. APPLY STRATEGIES TO IMPROVE PERSONAL HEALTH AND WELL-BEING. REQUIRED GENERAL EDUCATION OUTCOMES (SOCIAL SCIENCES): CRITICAL THINKING FOR SOCIAL SCIENCES - SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. VALUES/INTEGRITY FOR SOCIAL SCIENCES - REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
HUM	2	020		INTRODUCTION TO HUMANITIES	3	Humanities	Humanities	No Updates		44	Yes	N/A	IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEMONSTRATE KNOWLEDGE OF ARTS AND IDEAS AND SYNTHESIZE INFORMATION FROM VARIOUS SOURCES. STUDENTS WILL ANALYZE AND INTERPRET SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL COMPARE AND CONTRAST SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL IDENTIFY CONTEXTUAL INFLUENCES ON THE DEVELOPMENT OF INTERDISCIPLINARY ARTS AND IDEAS.
HUM	2	020		HONORS INTRODUCTION TO HUMANITIES	3	Humanities	Humanities	No Updates		10	Yes	N/A	IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEMONSTRATE KNOWLEDGE OF ARTS AND IDEAS AND SYNTHESIZE INFORMATION FROM VARIOUS SOURCES. STUDENTS WILL ANALYZE AND INTERPRET SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL COMPARE AND CONTRAST SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL IDENTIFY CONTEXTUAL INFLUENCES ON THE DEVELOPMENT OF INTERDISCIPLINARY ARTS AND IDEAS.

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INR	2	002		INTERNATIONAL POLITICS	3		Social Sciences	No Updates		18	Yes	Fall 2025	THIS COURSE EXPLORES THE ORIGINS AND EVOLUTION OF THE INTERNATIONAL SYSTEM, THEORIES FOR UNDERSTANDING INTERNATIONAL POLITICS, AND EXPLANATIONS FOR FOREIGN POLICY, WAR AND TODAY'S GLOBALIZED ORDER. AS WITH ALL INTRODUCTORY SOCIAL SCIENCE COURSES IN THE GENERAL EDUCATION CURRICULUM, THIS COURSE WILL PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES.	STUDENT LEARNING OUTCOMES (SLO'S) RECOGNIZE THE HISTORY OF THE CURRENT INTERNATIONAL SYSTEM ANALYZE THE CAUSES AND REASONS FOR WAR INVESTIGATE THE CONSEQUENCES OF COLLECTIVE ACTION PROBLEMS EVALUATE THE MERITS OF STUDYING INTERNATIONAL RELATIONS REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT (INTEGRITY/VALUES GENERAL EDUCATION SLO) SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS (CRITICAL THINKING GENERAL EDUCATION SLO)
LIT	2	000		INTRODUCTION TO LITERATURE	3	Humanities	Humanities	No Updates		38	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE, BUT ARE NOT LIMITED TO, SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL IDENTIFY A VARIETY OF LITERARY MOVEMENTS, HISTORICAL ERAS, AND/OR CULTURAL CONTEXTS. STUDENTS WILL DEMONSTRATE CRITICAL THINKING AND ANALYTICAL SKILLS. ADDITIONAL SLOS: PROPERLY IDENTIFY LITERARY AND RHETORICAL ELEMENTS SUCH AS PLOT, TONE, SETTING, METAPHOR, IMAGERY, POINT OF VIEW, FORM, ETC. ANALYZE THE RELATIONSHIP BETWEEN LITERARY/RHETORICAL ELEMENTS AND THE EXPRESSION OF LITERARY MEANING OR CONTENT. DESCRIBE THE SOCIAL, PHILOSOPHICAL AND/OR SCHOLARLY SIGNIFICANCE OF PRIMARY TEXTS FROM DISTINCT LITERARY-HISTORICAL PERIODS. INTERPRET LITERARY TEXTS. PRODUCE SEVERAL ESSAYS THAT DEFEND AN ARGUABLE THESIS WITH CLOSE READINGS OF PRIMARY LITERARY TEXTS. AUTHOR RESPECTFUL REVIEWS OF OTHER STUDENTS' WORK.
LIT	2	030		INTRODUCTION TO POETRY	3		Humanities	No Updates		5	Yes	Fall 2020	ELEMENTS OF POETRY, TERMINOLOGY OF PROSODY, GENRE, AND THE POETIC PROCESS. THIS COURSE INCLUDES ELEMENTS OF THE WESTERN CANON. WRITING OF SHORT ANALYTICAL PAPERS AND CREATIVE WORKS. THE COURSE IS OPEN TO ALL UWF STUDENTS.	PROPERLY IDENTIFY BASIC ELEMENTS OF POETRY, INCLUDING TONE, GENRE, IMAGERY, FIGURES OF SPEECH, AND SYMBOLISM. RECOGNIZE AND APPLY BASIC ELEMENTS OF PROSODY INCLUDING RHYTHM AND METRICS. ANALYZE THE RELATIONSHIP BETWEEN THE FORMAL ELEMENTS OF POETRY AND ITS MEANING OR CONTENT. DESCRIBE THE SOCIAL, PHILOSOPHICAL AND/OR SCHOLARLY SIGNIFICANCE OF POETRY FROM A VARIETY OF CULTURES AND HISTORICAL PERIODS. INTERPRET POETRY IN TRANSLATION. PRODUCE SEVERAL ESSAYS THAT DEFEND AN ARGUABLE THESIS WITH CLOSE READINGS OF POETRY AS WELL AS A NUMBER OF SHORT CREATIVE WORKS.
MAC	1	105	C	COLLEGE ALGEBRA WITH LAB	4	Mathematics	Mathematics	No Updates		9	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL SOLVE AN EQUATION OR AN INEQUALITY USING AN APPROPRIATE TECHNIQUE. STUDENTS WILL DEFINE AND DESCRIBE FUNCTIONS, THEIR PROPERTIES, AND GRAPHS. STUDENTS WILL MANIPULATE FUNCTIONS TO SIMPLIFY EXPRESSIONS AND FIND NEW FUNCTIONS. STUDENTS WILL USE TRANSFORMATIONS TO WRITE AN EQUATION FOR A FUNCTION AND TO GRAPH A FUNCTION. STUDENTS WILL MODEL AND SOLVE REAL WORLD PROBLEMS USING FUNCTIONS. ADDITIONAL SLOS: UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS SHOULD BE ABLE TO: DEMONSTRATE THE ABILITY TO IDENTIFY FUNCTIONS AND THEIR PROPERTIES DEMONSTRATE THE ABILITY TO ANALYZE AND GRAPH POLYNOMIAL, RATIONAL, RADICAL, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS DEMONSTRATE THE ABILITY TO PERFORM OPERATIONS ON THESE FUNCTIONS SOLVE EXPONENTIAL AND LOGARITHMIC EQUATIONS SOLVE SYSTEMS OF LINEAR EQUATIONS SOLVE PROBLEMS INVOLVING APPLICATIONS OF ALGEBRAIC AND TRANSCENDENTAL FUNCTIONS.
MAC	1	105		COLLEGE ALGEBRA	3	Mathematics	Mathematics	No Updates		52	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL SOLVE AN EQUATION OR AN INEQUALITY USING AN APPROPRIATE TECHNIQUE. STUDENTS WILL DEFINE AND DESCRIBE FUNCTIONS, THEIR PROPERTIES, AND GRAPHS. STUDENTS WILL MANIPULATE FUNCTIONS TO SIMPLIFY EXPRESSIONS AND FIND NEW FUNCTIONS. STUDENTS WILL USE TRANSFORMATIONS TO WRITE AN EQUATION FOR A FUNCTION AND TO GRAPH A FUNCTION. STUDENTS WILL MODEL AND SOLVE REAL WORLD PROBLEMS USING FUNCTIONS. ADDITIONAL SLOS: UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS SHOULD BE ABLE TO: DEMONSTRATE THE ABILITY TO IDENTIFY FUNCTIONS AND THEIR PROPERTIES DEMONSTRATE THE ABILITY TO ANALYZE AND GRAPH POLYNOMIAL, RATIONAL, RADICAL, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS DEMONSTRATE THE ABILITY TO PERFORM OPERATIONS ON THESE FUNCTIONS SOLVE EXPONENTIAL AND LOGARITHMIC EQUATIONS SOLVE SYSTEMS OF LINEAR EQUATIONS SOLVE PROBLEMS INVOLVING APPLICATIONS OF ALGEBRAIC AND TRANSCENDENTAL FUNCTIONS.
MAC	1	114		TRIGONOMETRY	3		Mathematics	No Updates		37	Yes	Fall 2025	TRIGONOMETRIC FUNCTIONS, THEIR PROPERTIES AND GRAPHS, INVERSE TRIGONOMETRIC FUNCTIONS, THEIR PROPERTIES AND GRAPHS, TRIGONOMETRIC IDENTITIES, CONDITIONAL TRIGONOMETRIC EQUATIONS; SOLUTIONS OF TRIANGLES, VECTOR ALGEBRA, PARAMETRIC EQUATIONS, POLAR COORDINATES, APPLICATIONS. COLLEGE ALGEBRA OR A STRONG HIGH SCHOOL ALGEBRA BACKGROUND IS REQUIRED.	STUDENT LEARNING OUTCOMES (SLO'S) UPON COMPLETION OF THE COURSE, STUDENTS WILL HAVE THE ABILITY TO: GRAPH TRIGONOMETRIC AND INVERSE TRIGONOMETRIC FUNCTIONS DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS APPLY TRIGONOMETRIC FORMULAS ESTABLISH TRIGONOMETRIC IDENTITIES SOLVE TRIGONOMETRIC EQUATIONS SOLVE RIGHT AND OBLIQUE TRIANGLES GRAPH EQUATIONS IN POLAR AND RECTANGULAR COORDINATES ESTABLISH TRIGONOMETRIC IDENTITIES SOLVE TRIGONOMETRIC EQUATIONS

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MAC	1	140		PRECALCULUS ALGEBRA	3		Mathematics	No Updates		33	Yes	Fall 2023	STRESSES THE ASPECTS OF ALGEBRA THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS. COVERS POLYNOMIALS; RATIONAL FUNCTIONS; LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINED FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; SEQUENCES, AND SERIES; MATHEMATICAL INDUCTION. PREREQUISITE COURSE OR APPROPRIATE SCORE ON PLACEMENT TEST IS REQUIRED.	STUDENT LEARNING OUTCOMES (SLO'S) ALGEBRAICALLY ANALYZE POLYNOMIAL AND RATIONAL FUNCTIONS GRAPH AND SOLVE EXPONENTIAL AND LOGARITHMIC FUNCTIONS SOLVE EXPONENTIAL AND LOGARITHMIC EQUATIONS SOLVE POLYNOMIAL AND RATIONAL INEQUALITIES ANALYZE EQUATIONS OF PARABOLAS, ELLIPSES, AND HYPERBOLAS SOLVE SYSTEMS OF LINEAR EQUATIONS, INCLUDING THE USE OF DETERMINANTS PERFORM OPERATIONS ON SEQUENCES GENERAL EDUCATION: APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION.
MAC	1	147		PRECALCULUS WITH TRIGONOMETRY	4		Mathematics	No Updates		29	Yes	Fall 2025	THIS COURSE STRESSES THE ASPECTS OF ALGEBRA AND TRIGONOMETRY THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. THE COURSE LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS; COVERS POLYNOMIALS, RATIONAL FUNCTIONS, LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINE FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; AND SEQUENCES AND SERIES. ADDITIONALLY, THE COURSE COVERS ANGLES, TRIGONOMETRIC FUNCTIONS AND GRAPHS; INVERSE TRIGONOMETRIC FUNCTIONS AND GRAPHS; TRIGONOMETRIC FORMULAS, IDENTITIES AND EQUATIONS; SOLUTIONS OF TRIANGLES; AND POLAR COORDINATES, EQUATIONS, AND GRAPHS.	STUDENT LEARNING OUTCOMES (SLO'S) UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS SHOULD BE ABLE TO: ALGEBRAICALLY ANALYZE POLYNOMIAL AND RATIONAL FUNCTIONS GRAPH AND SOLVE EXPONENTIAL, LOGARITHMIC, TRIGONOMETRIC, AND INVERSE TRIGONOMETRIC FUNCTIONS SOLVE EXPONENTIAL, LOGARITHMIC AND TRIGONOMETRIC EQUATIONS SOLVE POLYNOMIAL AND RATIONAL INEQUALITIES ANALYZE EQUATIONS OF PARABOLAS, ELLIPSES, AND HYPERBOLAS SOLVE SYSTEMS OF EQUATIONS, INCLUDING USE OF DETERMINANTS PERFORM OPERATIONS ON SEQUENCES DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS APPLY TRIGONOMETRIC FORMULAS ESTABLISH TRIGONOMETRIC IDENTITIES SOLVE RIGHT AND OBLIQUE TRIANGLES GRAPH EQUATIONS IN POLAR AND RECTANGULAR COORDINATES.
MAC	2	233		CALCULUS WITH BUSINESS APPLICATIONS	3		Mathematics	No Updates		37	Yes	Fall 2025	SETS AND FUNCTIONS; DERIVATIVES; AREAS UNDER A CURVE; INTEGRATION; EXPONENTIALS AND LOGARITHMS; APPLICATIONS OF DERIVATIVES AND INTEGRALS.	UPON COMPLETION OF THE COURSE, THE STUDENT WILL: • DEMONSTRATE THE ABILITY TO EVALUATE THE LIMITS OF ALGEBRAIC FUNCTIONS. • DEMONSTRATE THE ABILITY TO DIFFERENTIATE ALGEBRAIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. • DEMONSTRATE THE ABILITY TO EVALUATE INTEGRALS OF ALGEBRAIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. • DEMONSTRATE A BROAD UNDERSTANDING OF THE GEOMETRICAL AND ANALYTICAL MEANING OF THE DERIVATIVE AND THE INTEGRAL BY SOLVING APPLICATIONS PROBLEMS.
MAC	2	311		ANALYTIC GEOMETRY AND CALCULUS I	4	Mathematics	Mathematics	No Updates		45	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL CALCULATE A LIMIT, DERIVATIVE, OR INTEGRAL USING APPROPRIATE TECHNIQUES. STUDENTS WILL DETERMINE THE CONTINUITY AND DIFFERENTIABILITY OF A FUNCTION. STUDENTS WILL USE LIMITS AND DERIVATIVES TO ANALYZE RELATIONSHIPS BETWEEN THE EQUATION OF A FUNCTION AND ITS GRAPH. STUDENTS WILL APPLY DIFFERENTIATION TECHNIQUES TO MODEL AND SOLVE REAL WORLD PROBLEMS. STUDENTS WILL USE INTEGRALS AND THE FUNDAMENTAL THEOREM OF CALCULUS TO ANALYZE THE RELATIONSHIP BETWEEN THE INTEGRAL OF A FUNCTION AND THE RELATED AREA. ADDITIONAL SLOS: UPON COMPLETION OF THE COURSE, STUDENTS WILL: DEMONSTRATE THE ABILITY TO EVALUATE LIMITS OF ALGEBRAIC, TRIGONOMETRIC, TRANSCENDENTAL, AND PIECEWISE FUNCTIONS, DETERMINE WHERE ALGEBRAIC, TRIGONOMETRIC, TRANSCENDENTAL, AND PIECEWISE FUNCTIONS ARE CONTINUOUS, DIFFERENTIATE ALGEBRAIC, TRIGONOMETRIC, AND TRANSCENDENTAL FUNCTIONS, EVALUATE SIMPLE INTEGRALS OF ALGEBRAIC, TRIGONOMETRIC, AND TRANSCENDENTAL FUNCTIONS, AND SHOW A BROAD UNDERSTANDING OF THE GEOMETRICAL AND ANALYTICAL MEANING OF THE DERIVATIVE AND THE INTEGRAL BY SOLVING APPLICATION PROBLEMS. TOPICS LIMITS AND CONTINUITY THE DERIVATIVE DIFFERENTIATION RULES IMPLICIT DIFFERENTIATION AND RELATED RATES PROBLEMS EXPONENTIAL AND LOGARITHMIC FUNCTIONS AND THEIR DERIVATIVES ANALYSIS OF FUNCTIONS ABSOLUTE MAXIMA AND MINIMA PROBLEMS THE INDEFINITE INTEGRAL INTEGRATION BY SUBSTITUTION AREA AND THE DEFINITE INTEGRAL FUNDAMENTAL THEOREM OF CALCULUS
MAC	2	312		ANALYTIC GEOMETRY AND CALCULUS II	4		Mathematics	No Updates		36	Yes	Fall 2025	APPLICATION OF THE DEFINITE INTEGRAL. HYPERBOLIC AND INVERSE TRIGONOMETRIC FUNCTIONS. METHODS OF INTEGRATION. SEQUENCES AND INFINITE SERIES.	STUDENT LEARNING OUTCOMES (SLO'S) AS THE SECOND COURSE IN THE REGULAR CALCULUS SEQUENCE, THE COURSE IS A CONTINUATION OF CALCULUS I. THE AIM IS TO EQUIP THE STUDENT WITH SOME OF THE NECESSARY TOOLS, THE AMMUNITION, AND THE ANALYTICAL MATURITY FOR FURTHER DEVELOPMENT IN SCIENCE AND ENGINEERING. STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL BE ABLE TO DO THE FOLLOWING: APPLY THE METHOD OF INTEGRATION TO FIND (AREAS BETWEEN CURVES), VOLUMES OF SOLIDS OF REVOLUTION, THE LENGTH OF A PLAIN CURVE AND THE SURFACE AREA OF SOLIDS OF REVOLUTION. APPLY TECHNIQUES OF INTEGRATION TO INCLUDE INTEGRATION BY PARTS, TRIGONOMETRIC SUBSTITUTIONS, PARTIAL FRACTIONS, AND DIRECT SUBSTITUTION. RECOGNIZE AND INTEGRATE LOGARITHMIC, EXPONENTIAL, AND HYPERBOLIC FUNCTIONS. MANIPULATE SEQUENCES AND SERIES: CALCULATE LIMITS OF SEQUENCES AND SUMS OF SERIES. APPLY APPROPRIATE TESTS TO DETERMINE THE CONVERGENCE OF SERIES. DETERMINE TAYLOR SERIES FOR A GIVEN FUNCTION. EVALUATE IMPROPER INTEGRALS. APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION.

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MAC	1	147		HONORS PRECALCULUS WITH TRIGONOMETRY	4		Mathematics	Addition to GE for 26-27 Academic Year		3	No	N/A	THIS COURSE STRESSES THE ASPECTS OF ALGEBRA AND TRIGONOMETRY THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. THE COURSE LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS; COVERS POLYNOMIALS, RATIONAL FUNCTIONS, LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINE FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; AND SEQUENCES AND SERIES. ADDITIONALLY, THE COURSE COVERS ANGLES, TRIGONOMETRIC FUNCTIONS AND GRAPHS; INVERSE TRIGONOMETRIC FUNCTIONS AND GRAPHS; TRIGONOMETRIC FORMULAS, IDENTITIES AND EQUATIONS; SOLUTIONS OF TRIANGLES; AND POLAR COORDINATES, EQUATIONS, AND GRAPHS. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM.	STUDENT LEARNING OUTCOMES (SLO'S) UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS SHOULD BE ABLE TO: ALGEBRAICALLY ANALYZE POLYNOMIAL AND RATIONAL FUNCTIONS GRAPH AND SOLVE EXPONENTIAL, LOGARITHMIC, TRIGONOMETRIC, AND INVERSE TRIGONOMETRIC FUNCTIONS SOLVE EXPONENTIAL, LOGARITHMIC AND TRIGONOMETRIC EQUATIONS SOLVE POLYNOMIAL AND RATIONAL INEQUALITIES ANALYZE EQUATIONS OF PARABOLAS, ELLIPSES, AND HYPERBOLAS SOLVE SYSTEMS OF EQUATIONS, INCLUDING USE OF DETERMINANTS PERFORM OPERATIONS ON SEQUENCES DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS APPLY TRIGONOMETRIC FORMULAS ESTABLISH TRIGONOMETRIC IDENTITIES SOLVE RIGHT AND OBLIQUE TRIANGLES GRAPH EQUATIONS IN POLAR AND RECTANGULAR COORDINATES.
MAC	2	313		ANALYTIC GEOMETRY AND CALCULUS III	4		Mathematics	Addition to GE for 26-27 Academic Year		30	No	Fall 2025	ANALYTIC GEOMETRY AND CALCULUS. VECTORS AND VECTOR-VALUED FUNCTIONS. PARTIAL DIFFERENTIATION. MULTIPLE INTEGRATION.	UWF GENEDERAL EDUCATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM (CRITICAL THINKING). EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION (CRITICAL THINKING). ADDITIONAL SLO(S): PERFORM ALGEBRAIC AND GEOMETRICAL MANIPULATIONS OF VECTORS IN 2 AND 3 DIMENSIONS AND SOLVE PROBLEMS IN ANALYTIC GEOMETRY VIA VECTOR MODELS. PERFORM PARTIAL DIFFERENTIATION OF A FUNCTION OF SEVERAL VARIABLES AND INTERPRET THE RESULTS IN THE APPROPRIATE PROBLEM CONTEXTS. DETERMINE AND CLASSIFY THE CRITICAL POINTS OF FUNCTIONS OF SEVERAL VARIABLES. USE THE GRADIENT OF A FUNCTION OF SEVERAL VARIABLES TO SOLVE GEOMETRICAL PROBLEM PERTAINING TO SURFACES. EVALUATE MULTIVARIABLE INTEGRALS.
MAP	2	302		DIFFERNTIAL EQUATIONS	3		Mathematics	Addition to GE for 26-27 Academic Year		24	No	Fall 2025	INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS; EMPHASIS ON LINEAR EQUATIONS, OPERATOR METHODS, SYSTEMS OF EQUATIONS, AND APPLICATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL BE ABLE TO: 1. CLASSIFY FIRST ORDER EQUATIONS BY ORDER, LINEARITY, AND TYPE (SEPARABLE, EXACT, LINEAR, HOMOGENEOUS, BERNOULLI). 2. SOLVE 5 TYPES OF FIRST-ORDER EQUATIONS IDENTIFIED IN #1. 3. ARTICULATE THE MAIN DIFFERENCES BETWEEN LINEAR AND NONLINEAR D.E. TO INCLUDE EXISTENCE AND UNIQUENESS THEOREMS. 4. FIND THE GENERAL SOLUTION FOR HOMOGENEOUS SECOND ORDER EQUATION, GIVEN ONE SOLUTION. 5. SOLVE LINEAR HIGHER-ORDER EQUATIONS WITH CONSTANT COEFFICIENTS. 6. APPLY THE METHODS OF UNDETERMINED COEFFICIENTS AND VARIATION OF PARAMETERS TO FIND A PARTICULAR SOLUTION. 7. SOLVE DIFFERENTIAL EQUATIONS USING LAPLACE TRANSFORMS. 8. UTILIZE THE UNIT STEP FUNCTION TO SOLVE EQUATION INVOLVING PIECE-WISE FORCING TERMS. 9.SOLVE SYSTEMS OF DIFFERENTIAL EQUATIONS USING MATRIX AND OPERATOR METHODS.
MCB	1	000		FUNDAMENTALS OF MICROBIOLOGY	3		Natural Sciences	No Updates		3	Yes	Fall 2025	AN INTRODUCTORY MICROBIOLOGY COURSE FOR NON-SCIENCE MAJORS SPECIFICALLY DESIGNED TO MEET THE MICROBIOLOGY PRE-REQUISITE REQUIREMENT FOR THE 4 YEAR BSN DEGREE. WILL COVER THE PRINCIPLES OF MICROBIOLOGY, INCLUDING CELLULAR ORGANIZATION, GROWTH, AND METABOLISM OF MAJOR MICROBIAL GROUPS (BACTERIA, FUNGI, VIRUSES AND PROTOZOA); CULTIVATION AND CONTROL OF MICROBES; AND THE INTERACTION BETWEEN MICROORGANISMS AND HUMANS AS IT RELATES TO DISEASE TRANSMISSION, PATHOGENESIS, CONTROL MEASURES, AND TREATMENT.	UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO: EMPLOY THE PROPER USE OF SCIENTIFIC NAMES, TECHNICAL TERMINOLOGY IN ORAL AND WRITTEN COMMUNICATION. WRITE CLEAR PROSE WHEN ANALYZING THEORIES AND FORMATTING HYPOTHESES IN ESSAY EXAMINATIONS.
MGF	1	130		MATHEMATICAL THINKING	3	Mathematics	Mathematics	No Updates		41	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND VASTLY INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DETERMINE EFFICIENT MEANS OF SOLVING A PROBLEM THROUGH INVESTIGATION OF MULTIPLE MATHEMATICAL MODELS. STUDENTS WILL APPLY LOGIC IN CONTEXTUAL SITUATIONS TO FORMULATE AND DETERMINE THE VALIDITY OF LOGICAL STATEMENTS USING A VARIETY OF METHODS. STUDENTS WILL APPLY MATHEMATICAL CONCEPTS VISUALLY AND CONTEXTUALLY TO REPRESENT, INTERPRET AND REASON ABOUT GEOMETRIC FIGURES. STUDENTS WILL RECOGNIZE THE CHARACTERISTICS OF NUMBERS AND UTILIZE NUMBERS ALONG WITH THEIR OPERATIONS APPROPRIATELY IN CONTEXT. STUDENTS WILL ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS. ADDITIONAL SLOS: DETERMINE EFFICIENT MEANS OF SOLVING A PROBLEM THROUGH THE INVESTIGATION OF MULTIPLE MATHEMATICAL MODELS. APPLY LOGIC IN CONTEXTUAL SITUATIONS TO FORMULATE AND DETERMINE THE VALIDITY OF LOGICAL STATEMENTS USING A VARIETY OF METHODS. APPLY MATHEMATICAL CONCEPTS VISUALLY AND CONTEXTUALLY TO REPRESENT, INTERPRET, AND REASON ABOUT GEOMETRIC FIGURES. RECOGNIZE THE CHARACTERISTICS OF NUMBERS AND UTILIZE NUMBERS ALONG WITH THEIR OPERATIONS APPROPRIATELY IN CONTEXT. ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS. APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION.

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MGF	1	131		MATHEMATICS IN CONTEXT	3		Mathematics	No Updates		31	Yes	Fall 2025	THROUGH THIS COURSE, STUDENTS WILL EXPERIENCE THE PRACTICALITY OF MATHEMATICS IN GLOBAL SOCIETY. STUDENTS WILL ENGAGE IN THE APPLICATIONS OF TOOLS AND TECHNIQUES OF MATHEMATICS IN A VARIETY OF CONTEXTUAL SITUATIONS FROM EVERYDAY LIFE. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS.	STUDENT LEARNING OUTCOMES (SLO'S) APPLY MATHEMATICAL MODELS TO CIVICALLY CONTEXTUAL SITUATIONS (E.G., STOCKS, FINANCE, VOTING, POPULATION DYNAMICS, ETC.). ORGANIZE, VISUALIZE, AND MODEL DATA IN A MEANINGFUL WAY. ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS. ENGAGE IN WAYS OF THINKING THAT MAY INVOLVE SAMPLE SIZE, COUNTING STRATEGIES, CHANCE, RATIOS, AND PROPORTIONS. APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION.
MMC	2	000		PRINCIPLES OF MASS COMMUNICATION	3		Communication	Updated	Learning Outcomes	4	Yes	Spring 2025	PRINCIPLES, ISSUES, ORGANIZATIONS AND FUNCTIONS OF FILM, RADIO, TELEVISION, PRINT AND OTHER MEDIA OF MASS COMMUNICATION. CONSIDERATION OF CURRENT PRACTICES AND RECENT DEVELOPMENTS AND THEIR IMPLICATIONS FOR THE FUTURE DIRECTION OF MASS MEDIA.	STUDENT LEARNING OUTCOMES (SLO'S) 1. DEMONSTRATE AN UNDERSTANDING OF THE RESOURCES AVAILABLE FOR PRINT, BROADCAST, AND WEB FOR GATHERING AND DISSEMINATING INFORMATION. 2. IDENTIFY THE STRENGTHS AND DIFFERENCES OF VARIOUS FORMS OF MASS COMMUNICATION. 3. DESCRIBE THE PROCESS OF AUDIENCE ANALYSIS AS IT RELATES TO DIFFERENT FORMS OF MASS COMMUNICATION. 4. ANALYZE HOW THE INTERNET AND SOCIAL MEDIA HAVE CHANGED MASS MEDIA AND COMMUNICATION. 5. ASSESS THE ROLE AND IMPACT MASS COMMUNICATION HAS HAD ON SOCIETIES, ESPECIALLY IN THE UNITED STATES. 6. DIFFERENTIATE MASS COMMUNICATION FROM OTHER SUBSETS OF THE COMMUNICATION DISCIPLINE. 7. COMPARE AND CONTRAST THE DIFFERENCES OF ADVERTISING AND PUBLIC RELATIONS. 8. ANALYZE THE ETHICAL AND LAWFUL ASPECTS OF MASS COMMUNICATION. 9. COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS.
MUH	2	004		THE MUSIC EXPERIENCE - CONCERTS	3		Humanities	No Updates		1	Yes	Fall 2025	THIS COURSE COVERS MAJOR COMPOSERS AND PERIODS OF MUSIC WITHIN THE WESTERN CANON. ALONG THE WAY, STUDENTS WILL LEARN THE HISTORY AND ETIQUETTE OF CONCERT PERFORMANCE.	STUDENT LEARNING OUTCOMES (SLOS) ? STUDENTS WILL EXHIBIT A HISTORICAL PERSPECTIVE INTO THE VARIOUS ERAS AND COMPOSERS OF EUROPEAN, AMERICAN, AND WORLD ART MUSIC. ? STUDENTS WILL DEMONSTRATE KNOWLEDGE OF HISTORICAL INFLUENCES WHICH HAVE SHAPED COMPOSERS AND THEIR MUSIC AND THE REASONS FOR THE CREATION OF SUCH DIVERSE MUSIC WITHIN EACH STYLISTIC PERIOD AND CULTURE. ? STUDENTS WILL DEMONSTRATE A BASIC KNOWLEDGE OF THE FUNDAMENTALS OF MUSIC AND THE ACCOMPANYING VOCABULARY. ? STUDENTS WILL SHOW SKILLS FOR LISTENING TO MANY TYPES OF CULTURALLY DIVERSE MUSIC THROUGH GUIDED LISTENING ACTIVITIES. ? STUDENTS WILL ARTICULATE KNOWLEDGE OF ACCEPTED CONCERT ETIQUETTE AS WELL AS HOW TO READ A CONCERT PROGRAM WITH INCREASED INSIGHT AND UNDERSTANDING. ? STUDENTS WILL BE ABLE TO IDENTIFY DIFFERENT TYPES AND STYLES OF MUSIC. ? STUDENTS WILL ARTICULATE KNOWLEDGE AND APPRECIATION FOR THE STRUCTURE OF THE ARTS INDUSTRY AS WELL AS THE LEVEL OF ACHIEVEMENT NECESSARY BY PERFORMERS AND COMPOSERS TO MAKE A LIVING AS MUSICIANS.
MUL	2	010		MUSIC APPRECIATION	3	Humanities	Humanities	No Updates		43	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. CREDIT CANNOT BE EARNED IN BOTH MUH 2110 AND MUL 2010.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DISCUSS AND ANALYZE MUSIC USING TERMINOLOGY APPROPRIATE FOR THE COURSE. STUDENTS WILL DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE WORKS OF SIGNIFICANT COMPOSERS. STUDENTS WILL IDENTIFY CONNECTIONS BETWEEN MUSIC AND THE OTHER ARTS. STUDENTS WILL IDENTIFY HISTORICAL STYLES AND PERIODS BASED ON INSTRUMENTS AND PERFORMANCE PRACTICES UTILIZED. ADDITIONAL SLOS: AT THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO: IDENTIFY MAJOR FORMAL CHARACTERISTICS AND DISTINGUISH BETWEEN MAJOR MUSICAL STYLES OF THE FIVE MAIN PERIODS OF WESTERN MUSIC DEVELOPMENT: MIDDLE AGES, RENAISSANCE, BAROQUE, CLASSICAL, AND THE 20TH-21ST CENTURIES. RECOGNIZE THE DIVERSITY OF HISTORIC AND SOCIAL CIRCUMSTANCES THAT INFLUENCED THE DEVELOPMENT OF WESTERN ART MUSIC, AS WELL AS THE ROLE THAT MUSIC PLAYED IN THE DEVELOPMENT OF OTHER ARTS AND OF THE WESTERN SOCIETY AT LARGE. APPLY THE KNOWLEDGE OF MUSIC HISTORY AND MUSIC THEORY TO THE PERSONAL LISTENING EXPERIENCE, BOTH IN THE CONTEXT OF LIVE MUSICAL PERFORMANCE AND LISTENING TO THE RECORDED MUSIC. LISTEN TO MUSIC ATTENTIVELY AND RECOGNIZE THE MOST IMPORTANT FORMAL CHARACTERISTICS AND ELEMENTS OF MUSIC: MEDIA, TEXTURE, AND GENRE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS OF THE MIDDLE AGES AND RENAISSANCE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS BY AT LEAST THREE MAJOR COMPOSERS OF EACH OF THE FOLLOWING ERAS: BAROQUE, CLASSICAL, ROMANTIC, AND THE 20TH CENTURY. INTERACT EFFECTIVELY WITH INDIVIDUALS WHO DO NOT SHARE YOUR HERITAGE. USE TECHNOLOGY EFFECTIVELY FOR A VARIETY OF PURPOSES.

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MUL	2	010		HONORS MUSIC APPRECIATION	3	Humanities	Humanities	No Updates		6	Yes	N/A	IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. CREDIT CANNOT BE EARNED IN BOTH MUH 2110 AND MUL 2010.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DISCUSS AND ANALYZE MUSIC USING TERMINOLOGY APPROPRIATE FOR THE COURSE. STUDENTS WILL DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE WORKS OF SIGNIFICANT COMPOSERS. STUDENTS WILL IDENTIFY CONNECTIONS BETWEEN MUSIC AND THE OTHER ARTS. STUDENTS WILL IDENTIFY HISTORICAL STYLES AND PERIODS BASED ON INSTRUMENTS AND PERFORMANCE PRACTICES UTILIZED. ADDITIONAL SLOS: AT THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO: IDENTIFY MAJOR FORMAL CHARACTERISTICS AND DISTINGUISH BETWEEN MAJOR MUSICAL STYLES OF THE FIVE MAIN PERIODS OF WESTERN MUSIC DEVELOPMENT: MIDDLE AGES, RENAISSANCE, BAROQUE, CLASSICAL, AND THE 20TH-21ST CENTURIES. RECOGNIZE THE DIVERSITY OF HISTORIC AND SOCIAL CIRCUMSTANCES THAT INFLUENCED THE DEVELOPMENT OF WESTERN ART MUSIC, AS WELL AS THE ROLE THAT MUSIC PLAYED IN THE DEVELOPMENT OF OTHER ARTS AND OF THE WESTERN SOCIETY AT LARGE. APPLY THE KNOWLEDGE OF MUSIC HISTORY AND MUSIC THEORY TO THE PERSONAL LISTENING EXPERIENCE, BOTH IN THE CONTEXT OF LIVE MUSICAL PERFORMANCE AND LISTENING TO THE RECORDED MUSIC. LISTEN TO MUSIC ATTENTIVELY AND RECOGNIZE THE MOST IMPORTANT FORMAL CHARACTERISTICS AND ELEMENTS OF MUSIC: MEDIA, TEXTURE, AND GENRE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS OF THE MIDDLE AGES AND RENAISSANCE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS BY AT LEAST THREE MAJOR COMPOSERS OF EACH OF THE FOLLOWING ERAS: BAROQUE, CLASSICAL, ROMANTIC, AND THE 20TH CENTURY. INTERACT EFFECTIVELY WITH INDIVIDUALS WHO DO NOT SHARE YOUR HERITAGE. USE TECHNOLOGY EFFECTIVELY FOR A VARIETY OF PURPOSES.
PHC	2	082		INFORMATICS AND YOUR HEALTH	3		Natural Sciences	No Updates		1	Yes	Summer 2025	MULTI-DISCIPLINARY EXPLORATION OF HOW INFORMATION IS REPRESENTED, PROCESSED, SHARED, AND PROTECTED IN TOOLS/APPLICATIONS DIRECTLY LINKED TO THE HEALTH OF YOU AND THE PLANET. EXAMINES IMPACTS ON INDIVIDUALS AND PUBLIC HEALTH; PROVIDES PRACTICE WITH A VARIETY OF DIGITAL TECHNOLOGIES AND DATA COLLECTION STRATEGIES; ADDRESSES INTERPRETING RESULTS OF AND CONCERNS IN MEDICAL AND HEALTH-RELATED HUMAN SUBJECT RESEARCH. DEVELOPS PROFESSIONAL AND TECHNICAL SKILLS, INCLUDING PRESENTING IDEAS THROUGH WRITTEN/VERBAL COMMUNICATION, CITING AI TOOLS AS PART OF AI-FACILITATED LEARNING, AND APPLYING ETHICAL PROTOCOLS WITHIN AI-AUGMENTED WORKFLOWS FOR VISUALIZING DATA. STUDENTS WILL USE THE SCIENTIFIC METHOD TO FORMULATE HYPOTHESES IN MAP AND DATA DASHBOARD DESIGN PROCESSES TO CREATE VISUALIZATIONS TO EXPLAIN OBSERVED PATTERNS AND STATISTICAL MODELS DERIVED FROM THEIR COLLECTED GEOLOCATED DATA TO FOSTER AN UNDERSTANDING OF SCIENTIFIC PRINCIPLES AND THEIR PRACTICAL APPLICATION TOWARD REAL-WORLD ISSUES.	STUDENT LEARNING OUTCOMES (SLO'S) USE THE SCIENTIFIC METHOD TO DEVELOP RESEARCH QUESTIONS/HYPOTHESES THAT EXPLAIN DATA COLLECTED FROM NATURAL EXPERIENCES/PHENOMENA RELATED TO YOUR HEALTH AND THE HEALTH OF OUR PLANET CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD WHEN CONSTRUCTING MODELS FOR DATA VISUALIZATIONS EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE PRODUCE MAP-BASED AND DATA DASHBOARD MODELS THAT SUPPORT AUTHOR INTENT AND ADDRESS SPECIFIC RESEARCH QUESTIONS FOR A TARGETED AUDIENCE DESCRIBE INFORMATICS METHODS AND RESOURCES USED AS STRATEGIC TOOLS TO DESCRIBE OR PROMOTE HEALTH AT THE INDIVIDUAL AND GLOBAL/PLANET LEVEL
PHI	2	010		INTRODUCTION TO PHILOSOPHY	3	Humanities	Humanities	No Updates		48	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEVELOP CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CLASSICAL WESTERN PHILOSOPHICAL VIEWS. STUDENTS WILL ANALYZE, EXPLAIN, AND EVALUATE FOUNDATIONAL CONCEPTS OF EPISTEMOLOGY, METAPHYSICS, AND ETHICS. ADDITIONAL SLOS: INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.

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PHI	2	103		CRITICAL THINKING	3		Humanities	No Updates		5	Yes	Fall 2025	A COURSE IN PRACTICAL REASONING DESIGNED TO SHARPEN ABILITIES AT ANALYZING, EVALUATING, AND CONSTRUCTING ARGUMENTS. TO ASSIST IN DECISION MAKING, THERE WILL BE AN APPRAISAL OF THE EVALUATION OF EVIDENCE, PRACTICE IN THE DETECTION OF FALLACIES AND IRRELEVANCIES, AND THE TESTING OF THE ARGUMENTS FOR VALIDITY AND RELIABILITY. INCLUDED IN THESE STRATEGIES WILL BE EXAMINING ASSUMPTIONS, QUESTIONING SOCRATICALLY, ANALYZING EXPERIENCES, AND EVALUATING PERSPECTIVES WITHIN THE WESTERN CANON. THESE STRATEGIES WILL BE APPLIED TO A NUMBER OF REAL LIFE SITUATIONS. APPROPRIATE FOR AND APPLICABLE TO ANY MAJOR.	STUDENT LEARNING OUTCOMES (SLO'S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. CONSTRUCT CLEAR ARGUMENTS BASED UPON MULTIPLE EXPERIENCES AND PERSPECTIVES FOR REAL LIFE SITUATIONS. EVALUATE ARGUMENTS FOR FALLACIES AND RELIABILITY. INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN DIVERSE CULTURAL FORMS OR CULTURAL CONTEXTS, SPECIFICALLY WITHIN THE WESTERN CANON. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.
PHI	2	600		INTRODUCTION TO ETHICS	3		Humanities	Addition to GE for 26-27 Academic Year		34	No	N/A	THIS COURSE TRACES THE DEVELOPMENT OF ETHICAL THOUGHT FROM THE CLASSICAL PERIOD TO THE PRESENT, FOCUSING ON SEMINAL WORKS FROM THE WESTERN CANON THAT HAVE SHAPED MORAL PHILOSOPHY. READINGS INCLUDE CLASSIC TEXTS BY PLATO, ARISTOTLE, AQUINAS, KANT, MILL, AND OTHER INFLUENTIAL THINKERS WHOSE IDEAS HAVE HELPED FORGE THE MORAL FOUNDATIONS OF WESTERN CIVILIZATION.	COMMUNICATION: PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. CRITICAL THINKING: INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. INTEGRITY AND VALUES: IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.
PHI	2	603		ETHICS IN CONTEMPORARY SOCIETY	3		Humanities	No Updates		2	Yes	Fall 2025	EXPLORES THE FUNDAMENTAL PROBLEMS OF WESTERN ETHICS, THE CLASSICAL AND JUDEO-CHRISTIAN TRADITIONS, MODERN IDEALS OF THE GOOD FOR THE INDIVIDUAL BUSINESS, POLITICS AND THE ENVIRONMENT WITHIN THE WESTERN CANON.	STUDENT LEARNING OUTCOMES (SLO'S) INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. (CRITICAL THINKING) IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. (INTEGRITY/VALUES) PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. (GORDON RULE WRITING) ANALYZE THE ETHICAL DIMENSIONS OF ISSUES IN CONTEMPORARY PUBLIC DISCOURSES. EXAMINE ETHICAL THEORIES AND UNDERSTAND THEIR PRACTICAL IMPLICATIONS TO HUMAN LIVING. DEVELOP CRITICAL AND ANALYTICAL THINKING SKILLS THROUGH ETHICAL EVALUATION OF CASE STUDIES. AUGMENT RELEVANT LITERATURE ON CONTROVERSIAL ETHICAL ISSUES. EXPLORE DIVERSE VIEWS IN CONTEMPORARY SOCIETIES.
PHI	2	010		HONORS INTRODUCTION TO PHILOSOPHY	3	Humanities	Humanities	Addition to GE for 26-27 Academic Year			No	N/A	IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEVELOP CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CLASSICAL WESTERN PHILOSOPHICAL VIEWS. STUDENTS WILL ANALYZE, EXPLAIN, AND EVALUATE FOUNDATIONAL CONCEPTS OF EPISTEMOLOGY, METAPHYSICS, AND ETHICS. ADDITIONAL SLOS: INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.
PHY	2	048	C	CALCULUS-BASED PHYSICS I STUDIO	5	Natural Sciences	Natural Sciences	Removed from General Education		18	Yes	Fall 2015	THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION. STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. STUDENTS WILL SOLVE REAL WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE. ADDITIONAL SLOS: STUDENTS WILL: UTILIZE MODELS OF MOMENTUM CONSERVATION, INTERACTING OBJECTS, ENERGY CONSERVATION, ANGULAR MOMENTUM CONSERVATION, AND THERMODYNAMICS TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.

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PHY	1	020		CONCEPTUAL PHYSICS	3	Natural Sciences	Natural Sciences	No Updates		28	Yes	Fall 2024	THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL CRITICALLY EVALUATE EVERYDAY PHENOMENA USING THE SCIENTIFIC METHOD. STUDENTS WILL EXPLAIN THE BASIS OF PHYSICAL PRINCIPLES (SUCH AS CONSERVATION LAWS) AND HOW THEY APPLY TO EVERYDAY PHENOMENA. STUDENTS WILL INTERPRET INFORMATION CONVEYED IN DIAGRAMS AND GRAPHS. STUDENTS WILL PERFORM SIMPLE CALCULATIONS RELEVANT TO REAL WORLD PROBLEMS. ADDITIONAL SLOS: STUDENTS WILL: DEMONSTRATE KNOWLEDGE OF THE SCIENTIFIC METHOD. DEMONSTRATE KNOWLEDGE OF MEASUREMENTS AND CONVERSIONS. DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE TERMINOLOGY, MAJOR CONCEPTS, AND THEORIES OF PHYSICS. RELATE SCIENTIFIC DISCOVERIES AND THEORIES TO BROADER AREAS OF HUMAN CONCERN. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
PHY	2	048		CALCULUS-BASED PHYSICS I	3	Natural Sciences	Natural Sciences	No Updates		26	Yes	Fall 2025	THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION. STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. STUDENTS WILL SOLVE REAL WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE. ADDITIONAL SLOS: STUDENTS WILL: UTILIZE MODELS OF MOMENTUM CONSERVATION, INTERACTING OBJECTS, ENERGY CONSERVATION, ANGULAR MOMENTUM CONSERVATION, AND THERMODYNAMICS TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
PHY	2	049		CALCULUS-BASED PHYSICS II	3		Natural Sciences	No Updates		18	Yes	Fall 2025	CONTINUATION OF PHY 2048. ELECTROSTATICS AND MAGNETISM; BASIC ELECTRIC CIRCUITS; OPTICS; SELECTED TOPICS IN MODERN PHYSICS.	STUDENT LEARNING OUTCOMES (SLO'S) STUDENTS WILL: UTILIZE MODELS OF ELECTRIC AND MAGNETIC FIELDS, ELECTRIC AND MAGNETIC FORCES, ELECTRICAL CIRCUITS, AND ELECTROMAGNETIC RADIATION TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS THESE MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
PHY	2	053		ALGEBRA-BASED PHYSICS I	3	Natural Sciences	Natural Sciences	No Updates		25	Yes	Fall 2025	THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION USING ALGEBRA AND TRIGONOMETRY. STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS BY USING ALGEBRA AND TRIGONOMETRY TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. STUDENTS WILL SOLVE REAL WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE. ADDITIONAL SLOS: STUDENTS WILL: EXPLAIN THE LAWS OF MECHANICS AND USE THEM TO SOLVE REAL WORLD PROBLEMS. STATE AND USE THE LAWS OF CONSERVATION OF MOMENTUM, ENERGY, AND ANGULAR MOMENTUM. APPLY THE LAWS OF MECHANICS TO PLANETARY MOTION AND OSCILLATIONS. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
PHY	2	054		ALGEBRA-BASED PHYSICS II	3		Natural Sciences	No Updates		15	Yes	Fall 2025	ALGEBRA-BASED PHYSICS II IS THE SECOND OF A TWO-SEMESTER SEQUENCE OF PHYSICS TOPICS CHOSEN AS AN INTRODUCTION TO THIS SCIENCE. THIS IS AN ALGEBRA AND TRIGONOMETRY BASED COURSE. LIGHT; OPTICS; ELECTRICITY AND MAGNETISM; CIRCUITS; ELEMENTARY QUANTUM THEORY; ATOMIC, NUCLEAR AND PARTICLE PHYSICS.	STUDENT LEARNING OUTCOMES (SLO'S) STUDENTS WILL: UTILIZE MODELS OF ELECTRIC AND MAGNETIC FIELDS, ELECTRIC AND MAGNETIC FORCES, ELECTRICAL CIRCUITS, AND ELECTROMAGNETIC RADIATION TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS THESE MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
PLA	2	013		HONORS SURVEY OF AMERICAN LAW	3		Social Sciences	Updated	Learning Outcomes	1	Yes	N/A	STUDY OF AMERICAN LAW, FOCUSING ON WHY THERE ARE LAWS, AS WELL AS WHO MAKES AND ENFORCES THE LAWS. COVERS WHAT IS COMMONLY KNOWN AS "EVERYDAY LAW," THAT IS, HOW LAW AFFECTS US IN OUR DAILY LIVES. THIS COURSE SURVEYS THE MAIN AREAS OF PROCEDURAL AND SUBSTANTIVE LAW AND PROVIDES AN OVERVIEW OF THE PRACTICE OF LAW. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT.	STUDENT LEARNING OUTCOMES (SLO'S) DESCRIBE THE AMERICAN LEGAL SYSTEM. IDENTIFY BASIC KNOWLEDGE OF SUBSTANTIVE AND PROCEDURAL LAWS AND THEIR APPLICATION WITHIN THE AMERICAN LEGAL SYSTEM. OUTLINE BASIC CIVIL AND CRIMINAL PROCEDURE. USE LEGAL TECHNIQUES TO PERSUASIVELY ADVOCATE FOR A CLIENT'S POSITION. ANALYZE ETHICAL PROBLEMS IN THE PRACTICE OF LAW. SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT
PLA	2	013		SURVEY OF AMERICAN LAW	3		Social Sciences	No Updates		1	Yes	Fall 2025	STUDY OF AMERICAN LAW, FOCUSING ON WHY THERE ARE LAWS, AS WELL AS WHO MAKES AND ENFORCES THE LAWS. COVERS WHAT IS COMMONLY KNOWN AS "EVERYDAY LAW," THAT IS, HOW LAW AFFECTS US IN OUR DAILY LIVES. THIS COURSE SURVEYS THE MAIN AREAS OF PROCEDURAL AND SUBSTANTIVE LAW AND PROVIDES AN OVERVIEW OF THE PRACTICE OF LAW.	STUDENT LEARNING OUTCOMES (SLO'S) DESCRIBE THE AMERICAN LEGAL SYSTEM. IDENTIFY BASIC KNOWLEDGE OF SUBSTANTIVE AND PROCEDURAL LAWS AND THEIR APPLICATION WITHIN THE AMERICAN LEGAL SYSTEM. OUTLINE BASIC CIVIL AND CRIMINAL PROCEDURE. USE LEGAL TECHNIQUES TO PERSUASIVELY ADVOCATE FOR A CLIENT'S POSITION. ANALYZE ETHICAL PROBLEMS IN THE PRACTICE OF LAW. SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT

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POS	2	041		AMERICAN POLITICS	3	Social Sciences	Social Sciences	No Updates		48	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICA'S CONSTITUTIONAL REPUBLIC. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE NATION'S FOUNDING DOCUMENTS, INCLUDING THE DECLARATION OF INDEPENDENCE, THE U.S. CONSTITUTION AND ITS AMENDMENTS, AND THE FEDERALIST PAPERS. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF LANDMARK U.S. SUPREME COURT CASES, LANDMARK LEGISLATION AND LANDMARK EXECUTIVE ACTIONS. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE HISTORY AND DEVELOPMENT OF THE AMERICAN FEDERAL GOVERNMENT AND ITS IMPACT ON LAW AND SOCIETY. STUDENTS WILL DEMONSTRATE AN ABILITY TO APPLY COURSE MATERIAL TO CONTEMPORARY POLITICAL ISSUES AND DEBATES. STUDENTS WILL DEMONSTRATE THE ABILITY TO ENGAGE IN DISCUSSION AND CIVIL DEBATE ON AMERICAN POLITICS THAT ARE ASSOCIATED WITH MULTIPLE POINTS OF VIEW. ADDITIONAL SLOS: STUDENTS WILL DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. STUDENTS WILL DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE UNITED STATES CONSTITUTION AND ITS APPLICATION. STUDENTS WILL DEVELOP AND DEMONSTRATE KNOWLEDGE OF THE FOUNDING DOCUMENTS AND HOW THEY HAVE SHAPED THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE. STUDENTS WILL DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF LANDMARK SUPREME COURT CASES, LANDMARK LEGISLATION, AND LANDMARK EXECUTIVE ACTIONS AND THEIR IMPACT ON LAW AND SOCIETY. STUDENTS WILL SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. STUDENTS WILL REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
PSY	2	012		GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	No Updates		55	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL BE ABLE TO IDENTIFY BASIC PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES FROM HISTORICAL AND CURRENT PERSPECTIVES. STUDENTS WILL BE ABLE TO RECOGNIZE REAL-WORLD APPLICATIONS OF PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES. STUDENTS WILL BE ABLE TO RECOGNIZE BASIC STRATEGIES USED IN PSYCHOLOGICAL RESEARCH. STUDENTS WILL BE ABLE TO DRAW LOGICAL CONCLUSIONS ABOUT BEHAVIOR AND MENTAL PROCESSES BASED ON EMPIRICAL EVIDENCE. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS (CRITICAL THINKING). REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT (INTEGRITY/VALUES).
PSY	2	012		HONORS GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	Addition to GE for 26-27 Academic Year		13	No	N/A	IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL BE ABLE TO IDENTIFY BASIC PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES FROM HISTORICAL AND CURRENT PERSPECTIVES. STUDENTS WILL BE ABLE TO RECOGNIZE REAL-WORLD APPLICATIONS OF PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES. STUDENTS WILL BE ABLE TO RECOGNIZE BASIC STRATEGIES USED IN PSYCHOLOGICAL RESEARCH. STUDENTS WILL BE ABLE TO DRAW LOGICAL CONCLUSIONS ABOUT BEHAVIOR AND MENTAL PROCESSES BASED ON EMPIRICAL EVIDENCE. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS (CRITICAL THINKING). REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT (INTEGRITY/VALUES).
REL	1	300		INTRODUCTION TO WORLD RELIGIONS	3		Humanities	No Updates		28	Yes	Fall 2025	BROAD UNDERSTANDING OF THE MAJOR RELIGIOUS TRADITIONS, INCLUDING ELEMENTS OF THE WESTERN CANON. MAY INCLUDE JUDAISM, CHRISTIANITY, HINDUISM, BUDDHISM, ISLAM AND OTHERS. COMPARATIVE STUDY OF SIMILARITIES AND DIFFERENCES AMONG THESE TRADITIONS.	STUDENT LEARNING OUTCOMES (SLO'S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. (CRITICAL THINKING) IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. (INTEGRITY/VALUES)
SPC	2	608		PUBLIC SPEAKING	3		Communication	Updated	Learning Outcomes	36	Yes	Fall 2025	EMPHASIZES THE LINK BETWEEN THE FUNDAMENTAL THEORIES IN SPEECH COMMUNICATION AND EFFECTIVE PUBLIC SPEAKING. INCLUDES PRACTICAL TRAINING AND STUDY IN PUBLIC PRESENTATION SKILLS, AUDIENCE ANALYSIS, SPEECH CONSTRUCTION AND PROBLEM SOLVING USING LECTURE AND EXPERIENTIAL LEARNING FORMAT. CREDIT MAY NOT BE RECEIVED IN BOTH SPC 2608 AND SPC 2016.	STUDENT LEARNING OUTCOMES (SLO'S) BY THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO: 1. RECOGNIZE THE RELATIONSHIP BETWEEN WORDS AND MEANINGS AND IDENTIFY FACTORS THAT CONTRIBUTE TO A SPEAKER'S EFFECTIVE OR INEFFECTIVE USE OF LANGUAGE. 2. BETTER CONTROL THEIR NONVERBAL OUTPUT AS A SPEAKER, FOLLOWING THE STUDY OF PHYSICAL PRESENTATION STRATEGIES AND PRACTICE. 3. CONSTRUCT SPEECH OUTLINES THAT ARE APPROPRIATE TO THE CONTEXT AND OCCASION. 4. PERFORM PUBLIC SPEECHES IN AN EXTEMPORANEOUS FASHION. 5. ORGANIZE AND SYNTHESIZE INFORMATION FOR PUBLIC PRESENTATION FOLLOWING THE STUDY OF TOPICS SUCH AS: 1) ORGANIZING A SPEECH 2) UTILIZING APPROPRIATE SUPPORTING MATERIAL, 3) COMPOSING APPROPRIATE INTRODUCTIONS AND CONCLUSIONS, 4) AND UTILIZING APPROPRIATE VISUAL AIDS. 6. PRODUCE (THROUGH SCAFFOLDED FEEDBACK) EFECTIVE ORAL COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE.
SPM	2	010		SPORT IN GLOBAL SOCIETY	3		Social Sciences	Removed from General Education		1	Yes	Fall 2025	THE COURSE EXAMINES THE WAYS IN WHICH SPORT CONTRIBUTES TO OR INHIBITS THE FORMATION OF POSITIVE CULTURAL OR SOCIETAL NORMS. THE TOPICS ADDRESSED IN THE COURSE DEMONSTRATE THE DIVERSITY OF SOCIAL IMPACTS SPORT HAS HAD ON GLOBAL SOCIETY AND CULTURE. HISTORICAL AND CONTEMPORARY CASES ARE USED TO ILLUSTRATE THE IMPACTS OF SPORT IN DIFFERENT SOCIAL CONTEXTS.	STUDENT LEARNING OUTCOMES (SLO'S) CRITICAL THINKING: SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. ANALYZE THE INTENDED AND UNINTENDED SOCIAL CHANGES THAT MAY BE ATTRIBUTED TO SPORT DEVELOPMENT. COMMUNICATION: EXPLAIN HOW SPORT CAN BE INSTRUMENTAL IN BRINGING ABOUT POSITIVE AND NEGATIVE PERSONAL CHANGE. INTEGRITY/VALUES: REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. EXPLAIN THE RELATIONSHIP BETWEEN SPORTSMANSHIP AND COMPETITIVENESS AS CONFLICTING ETHICAL VALUES.

Statewide Course Numbering System
General Education Course Report

STA	2	023		ELEMENTS OF STATISTICS	3	Mathematics	Mathematics	No Updates		6	Yes	Fall 2025	IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL VISUALIZE AND SUMMARIZE DATA USING DESCRIPTIVE STATISTICS. STUDENTS WILL APPLY BASIC PROBABILITY CONCEPTS TO DRAW REASONABLE CONCLUSIONS. STUDENTS WILL EMPLOY CONCEPTS OF RANDOM VARIABLES, SAMPLING DISTRIBUTIONS, AND CENTRAL LIMIT THEOREM TO ANALYZE AND INTERPRET REPRESENTATIONS OF DATA. STUDENTS WILL CHOOSE AN APPROPRIATE METHOD OF INFERENTIAL STATISTICS, INCLUDING CONFIDENCE INTERVALS AND HYPOTHESIS TESTING, TO MAKE DECISIONS ABOUT A POPULATION BASED ON SAMPLE DATA. STUDENTS WILL MODEL LINEAR RELATIONSHIPS BETWEEN QUANTITATIVE VARIABLES USING CORRELATION AND LINEAR REGRESSION. ADDITIONAL SLOS: DEMONSTRATE THE ABILITY TO DISPLAY AND DESCRIBE DATA. DEMONSTRATE THE ABILITY TO APPLY PROBABILITIES RULES IN SOLVING PROBLEMS. DEMONSTRATE THE ABILITY TO APPLY RULES FOR DISCRETE RANDOM VARIABLES IN SOLVING PROBLEMS. DEMONSTRATE THE ABILITY TO APPLY RULES FOR CONTINUOUS RANDOM VARIABLES IN PROBLEM SOLVING. DEMONSTRATE THE ABILITY TO APPLY RULES FOR ESTIMATION OF PARAMETERS. DEMONSTRATE THE ABILITY TO APPLY HYPOTHESIS TESTING FOR ONE POPULATION. DEMONSTRATE THE ABILITY TO APPLY HYPOTHESES TESTING FOR TWO POPULATIONS. UWF GENERAL EDUCATION SLOS: APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRETING RESULTS OF A SOLUTION.
STA	2	023		HONORS ELEMENTS OF STATISTICS	3	Mathematics	Mathematics	No Updates		2	Yes	N/A	IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL VISUALIZE AND SUMMARIZE DATA USING DESCRIPTIVE STATISTICS. STUDENTS WILL APPLY BASIC PROBABILITY CONCEPTS TO DRAW REASONABLE CONCLUSIONS. STUDENTS WILL EMPLOY CONCEPTS OF RANDOM VARIABLES, SAMPLING DISTRIBUTIONS, AND CENTRAL LIMIT THEOREM TO ANALYZE AND INTERPRET REPRESENTATIONS OF DATA. STUDENTS WILL CHOOSE AN APPROPRIATE METHOD OF INFERENTIAL STATISTICS, INCLUDING CONFIDENCE INTERVALS AND HYPOTHESIS TESTING, TO MAKE DECISIONS ABOUT A POPULATION BASED ON SAMPLE DATA. STUDENTS WILL MODEL LINEAR RELATIONSHIPS BETWEEN QUANTITATIVE VARIABLES USING CORRELATION AND LINEAR REGRESSION. ADDITIONAL SLOS: DEMONSTRATE THE ABILITY TO DISPLAY AND DESCRIBE DATA. DEMONSTRATE THE ABILITY TO APPLY PROBABILITIES RULES IN SOLVING PROBLEMS. DEMONSTRATE THE ABILITY TO APPLY RULES FOR DISCRETE RANDOM VARIABLES IN SOLVING PROBLEMS. DEMONSTRATE THE ABILITY TO APPLY RULES FOR CONTINUOUS RANDOM VARIABLES IN PROBLEM SOLVING. DEMONSTRATE THE ABILITY TO APPLY RULES FOR ESTIMATION OF PARAMETERS. DEMONSTRATE THE ABILITY TO APPLY HYPOTHESIS TESTING FOR ONE POPULATION. DEMONSTRATE THE ABILITY TO APPLY HYPOTHESES TESTING FOR TWO POPULATIONS. UWF GENERAL EDUCATION SLOS: APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRETING RESULTS OF A SOLUTION.
STA	2	360		INTRODUCTION TO DATA SCIENCE	3		Mathematics	No Updates		1	Yes	Fall 2024	THIS IS A FIRST COURSE IN DATA SCIENCE AT THE UNDERGRADUATE LEVEL. IN ADDITION TO DATA ETHICS, THE DATA SCIENCE CYCLE WILL BE COVERED, INCLUDING DATA WRANGLING, EXPLORATORY DATA ANALYSIS, DATA VISUALIZATION, PREDICTIVE MODELING, AND COMMUNICATING RESULTS. AN EMPHASIS WILL BE PLACED ON CONDUCTING REPRODUCIBLE RESEARCH READY FOR DISSEMINATION. THIS COURSE WILL PROVIDE AN OVERVIEW OF COMMON TOPICS IN DATA SCIENCE. NO PRIOR PROGRAMMING OR STATISTICS EXPERIENCE IS NECESSARY FOR THIS COURSE.	STUDENT LEARNING OUTCOMES (SLO'S) 1. DEMONSTRATE THE ABILITY TO IMPORT DATA INTO SOFTWARE FROM A VARIETY OF SOURCES. 2. DEMONSTRATE THE ABILITY TO PERFORM DATA MANAGEMENT TASKS. 3. DEMONSTRATE THE ABILITY TO CONSTRUCT APPROPRIATE DATA VISUALIZATIONS. 4. DEMONSTRATE THE ABILITY TO CONSTRUCT STATISTICAL MODELS. 5. DEMONSTRATE THE ABILITY TO DRAW CONCLUSIONS USING CONSTRUCTED MODELS. 6. DEMONSTRATE THE ABILITY TO MAKE PREDICTIONS USING CONSTRUCTED MODELS. 7. DEMONSTRATE THE ABILITY TO USE SOFTWARE FOR ANALYSIS AND CONSTRUCT PROFESSIONAL REPORTS INCORPORATING PRINCIPLES OF REPRODUCIBLE RESEARCH 8. APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. 9. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION.
SYG	2	000		INTRODUCTION TO SOCIOLOGY	3		Social Sciences	No Updates		45	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIOLOGICAL CONCEPTS AND VOCABULARY, INCLUDING THE METHODOLOGICAL TOOLS, SOCIOLOGICAL PERSPECTIVES, AND SCIENTIFIC PROCEDURES USED BY SOCIAL SCIENTISTS TO COLLECT DATA AND CONDUCT RESEARCH. TOPICS GENERALLY INCLUDE: SOCIETY AND CULTURE, INSTITUTIONS, SOCIALIZATION, INFLUENCES, CRIME, CHANGE, GROUPS, SEX, RACE AND ETHNICITY, FAMILY, CLASS, AND POPULATION.	STUDENT LEARNING OUTCOMES (SLO'S) STATE MANDATED GENERAL EDUCATION SLOS: STUDENTS WILL APPLY MULTIPLE SOCIOLOGICAL PERSPECTIVES. STUDENTS WILL IDENTIFY METHODOLOGICAL TOOLS USED TO EVALUATE SOCIOLOGICAL RESEARCH QUESTIONS. STUDENTS WILL UNDERSTAND DYNAMICS BETWEEN INDIVIDUAL AGENCY AND SOCIAL INFLUENCES.
THE	2	000		THEATRE APPRECIATION	3	Humanities	Humanities	No Updates		37	Yes	Fall 2025	IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANNON.	STUDENT LEARNING OUTCOMES (SLO'S) GENERAL EDUCATION CORE STATE SLOS: STUDENTS WILL IDENTIFY THE BASIC PRINCIPLES OF THEATRICAL PERFORMANCE, DESIGN, TECHNOLOGY, ORGANIZATION, AND MANAGEMENT. STUDENTS WILL ASSESS THE SOCIAL SIGNIFICANCE AND THE HUMAN CONDITION AS EXPRESSED THROUGH THE PERFORMING ARTS. STUDENTS WILL EXPLORE AND INTERPRET WORKS OF ART UTILIZING CREATIVE AND CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE COLLEGE-LEVEL WRITING. STUDENTS WILL DEFINE, COMPARE AND CONTRAST THEATER AS BOTH AN EXPRESSIVE ART FORM AND A COMMERCIAL INDUSTRY. ADDITIONAL SLOS: AT THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO: IDENTIFY AND INTERPRET VARIOUS STYLES OF THEATRE. ANALYZE THEATRICAL PRODUCTIONS WITH AN INFORMED CRITICAL EYE. COLLABORATE AND CREATE A SHORT ORIGINAL THEATRICAL PRODUCTION WITHIN A GROUP SETTING. COMMUNICATE EFFECTIVELY AND PERSUASIVELY A CRITIQUE OF A THEATRICAL PRODUCTION AND EXPERIENCE.

Statewide Course Numbering System
General Education Course Report

THE	2	300		SURVEY OF DRAMATIC LITERATURE	3		Humanities	No Updates		5	Yes	Fall 2025	SURVEY OF PLAY SCRIPTS REPRESENTING A SUCCINCT HISTORY OF WESTERN DRAMA. INCLUDES SELECTIONS FROM THE WESTERN CANON.	STUDENT LEARNING OUTCOMES (SLO'S) RECOGNIZE TERMS, CONCEPTS, AND GENRE CONVENTIONS ASSOCIATED WITH DRAMATIC LITERATURE AS ASSESSED THROUGH WRITING ASSIGNMENTS, QUIZZES, EXAMINATIONS, PRESENTATIONS, AND/OR OTHER CLASS PROJECTS; ANALYZE THE RELATIONSHIP OF DRAMATIC LITERATURE TO CULTURAL AND HISTORICAL CONTEXTS AS ASSESSED THROUGH WRITING ASSIGNMENTS, QUIZZES, EXAMINATIONS, PRESENTATIONS, AND/OR OTHER CLASS PROJECTS; PRESENT ORIGINAL CRITICAL AND INTERPRETIVE ARGUMENTS ABOUT DRAMATIC LITERATURE IN THE FORM OF WRITING ASSIGNMENTS, QUIZZES, EXAMINATIONS, PRESENTATIONS, AND OR OTHER CLASS PROJECTS; PARTICIPATE IN CLASSROOM DISCUSSIONS AND/OR OTHER CLASS PROJECTS; DEMONSTRATE READING COMPREHENSION AS ASSESSED THROUGH WRITING ASSIGNMENTS, QUIZZES, EXAMINATIONS, PRESENTATIONS, AND/OR OTHER CLASS PROJECTS. INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMA OF CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS.

Certification Form
Academic Year 2026-27 General Education Courses

Please email signed form to Articulation@fldoe.org **no later than September 1, 2025.**

Dear Commissioner Kamoutsas,

I certify that my institution has reviewed our general education course options for compliance with Sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

- ☐ Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.
- ☐ Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

_____

Institution

_____ _____

FCS/SUS President Signature Board of Trustee Signature

_____ _____

Date Date

_____

Date Approved by the Board of Trustees

Board of Trustees
Full Board Meeting
August 14, 2025

2026-2027 Legislative Budget Request

Recommended Action:
Approve the proposed 2026-2027 Legislative Budget Request as presented.

Background Information:
One Legislative Budget Request is being submitted for review and approval.

Strengthening Florida's Future: Advanced Research Capacity in Health and Computing – $6,422,850

The purpose of this Legislative Budget Request is to seek funding to expand UWF's computational and population health research capabilities, to produce industry-aligned doctoral students, and to enhance and support the Florida Panhandle's growing economy. These areas of research are of strategic importance to both our regional military community and health industries.

Implementation Plan:
Please refer to the Legislative Budget Request documentation for respective implementation strategies.

Fiscal Implications:
None, if the full amount of funds requested is received.

Relevant Authority:
BOG Regulation 1.001(6) University Board of Trustees Powers and Duties
BOG Regulation 9.007(9) State University Opertaing Budgets and Requests

Supports Strategic Direction(s):
Strategic Direction 2: Employee Success, Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs, and Strategic Direction 4: Community and Economic Engagement

Supporting Documents:
1. 2026-2027 Legislative Budget Request for Strengthening Florida's Future: Advanced Research Capacity in Health and Computing

Prepared by:
Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, jkuhl@uwf.edu

Presenter:
Jaromy Kuhl, Senior Vice President and Provost

State University System
Education and General
2026-2027 Legislative Budget Request
Form I

University(s):	University of West Florida
Request Title:	Strengthening Florida's Future: Advanced Research Capacity in Health and Computing
Date Request Approved by University Board of Trustees:	Pending approval at August 14, 2025, BOT meeting
Recurring Funds Requested:	$6,422,850
Non-Recurring Funds Requested:	$0
Total Funds Requested:	$6,422,850
Please check the request type below:	
Shared Services/System-Wide Request	x☐
Unique Request	x☐

I. Purpose:

1. Describe the overall purpose of the plan, specific goal(s) and metrics, specific activities that will help achieve the goal(s), and how these goals and initiatives align with strategic priorities and accountability plan established by each university (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program?

2. Describe any projected impact on academic programs, student enrollments, and student services.

Overall Purpose

The purpose of this Legislative Budget Request is to seek funding to expand UWF's computational and population health research capabilities, to produce industry-aligned doctoral students, and to enhance and support the Florida Panhandle's growing economy. These areas of research are of strategic importance to both our regional military community and health industries.

Support for University Research Units

The first unit we plan to support with LBR funds is the Institute for Analytics and Industry Advancement ((IA)²). We propose to develop (IA)² into a world-class research center of excellence, focused on providing predictive data analytics and advanced computational research, including machine learning, deep learning, and cognitive analytics. The cutting-edge computational research will focus on the creation or application of computational models and systems capable of performing complex tasks. This center will be strengthened and sustained through grants and contracts.

A key strength of (IA)² is its ability to translate complex analytics into user-friendly tools that support informed decision-making. One example is the transformation of university data into intuitive student success dashboards that help improve enrollment, retention, graduation rates, and overall student outcomes.

Through this LBR proposal, we can provide institutions within the Florida State University System and the Florida College System access to a customized student success platform. This platform will include predictive models tailored to each university, with the goal of enhancing performance-based metric scores.

The second unit we propose to support with LBR funds is the Wright Family Institute for Global and Population Health (WFIGPH). Our goal is to develop WFIGPH into a world-class research institute focused on population health, sustained and enhanced through competitive grants and contracts.

Human health faces numerous complex challenges at local, regional, national, and global levels. These include aging populations and chronic disease, environmental health issues including food quality and security and water quality degradation, limited healthcare access, infectious diseases, socioeconomic and behavioral factors, mental health and substance use, and maternal and child health. In particular, the Florida Panhandle presents unique challenges, where limited access to care, obesity and diabetes, and mental health issues require focused, evidence-based research to drive meaningful change and improvement.

By establishing both (IA)² and WFIGPH as Centers of Excellence, these institutes will complement each other, offering a multidisciplinary approach to understanding and addressing

human health and environmental issues through computational analytics and public health research.

Expansion of Doctoral Programs to Support Industry

The Intelligent Systems and Robotics (ISR) PhD program, in partnership with the Florida Institute for Human and Machine Cognition (IHMC), produces highly skilled graduates in advanced data analysis, robotics, and human augmentation. As the AI and human augmentation sectors continue to grow and become increasingly central to the U.S. economy, expanding this talent pipeline is essential. We propose using LBR funds to support 10 additional PhD student assistantships, thereby increasing enrollment in the ISR program.

In addition, this LBR request includes funding to support the launch of a new PhD program in Health and Human Performance Analytics (HHPA) in partnership with IHMC, a leader in human health span, resilience and performance. This program will produce graduates who are not only proficient in data analysis using cutting-edge AI and machine learning techniques but also trained as biomedical researchers, meeting critical workforce needs in the biotechnology sector. We propose using LBR funds to provide 15 student assistantships for this new program. This new PhD program will work in conjunction with the Centers of Excellence to meet workforce demands through enhanced research capability and world-class faculty.

Metrics

- Performance Metric #1: Successful award of a minimum of 6 million dollars ($6,000,000) in competitively awarded research grant proposals or industry contracts focused on the broader objectives of $(IA)^2$ and WFIGPH by the end of year 5 of LBR funding.

- Performance Metric #2: The addition of fifty-six (56) net new positions by the start of year 4 of LBR funding. This includes data analysts, software engineers, research scientists, post-doctoral positions, ITS and research staff, and research assistants (PhD students). See table below. The research assistants (an increase of twenty-five) is shown on the Operating Budget, Form II in the category of Other Personnel Services.

- Performance Metric #3: Increase student enrollment in Intelligent Systems and Robotics PhD to 35 students by year 3 of LBR funding (an increase of 10 students).

- Performance Metric #4: Plan and submit necessary documentation for approval to begin a new PhD program in Health and Human Performance Analytics by year 2 of LBR funding.

- Performance Metric #5: Increase student enrollment to 15 students in the Health and Human Performance Analytics PhD program by year 5 of LBR funding.

	Position	No.	Salary	Total (w/Benefits)
Institute for Analytics and Industry Advancement (IA)²	Data Analyst	3	$90,000	$372,600
	Software Engineer	2	$90,000	$248,400
	Research Scientist	8	$175,000	$1,932,000
	Post Doctoral	3	$80,000	$331,200
Wright Family Global and Health Population WFIGPH	Research Scientist	8	$175,000	$1,932,000
	Post Doctoral	3	$80,000	$331,200
PhD programs	Research Assistants (10 for ISR program and 15 for HHPA program)	25	$30,000	$806,250
UWF Staff	ITS and Research	4	$85,000	$469,200
Total		56		$6,422,850

Alignment with Strategic Priorities and Accountability Plan

The performance metrics above align with the 2022-2027 UWF Strategic Plan, the Board of Governors Strategic Plan, and the UWF Accountability Plan. Specifically, from the UWF Strategic Plan, the following areas are aligned with the performance metrics:

- Strategic Direction 2: Employee Success

- 2.1 Recruit and retain capable employees (research faculty) who support UWF's mission, values, and strategic directions of service to the institution and the community.

- Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs
  - 3.1 Ensure excellent academic programs in areas of strategic importance to the University, region, and state.
  - 3.2 Enhance student-faculty engagement
- Strategic Direction 4: Community and Economic Engagement
  - 4.1 Enhance the region's educational opportunities, economic development, health, and environmental sustainability.
  - 4.2 Provide specific workforce needs/credentials for regional and state businesses.

The performance metrics also align with the Board of Governors strategic priorities, specifically:

- Conduct innovative research that tackles crucial, life-altering challenges, transform communities, and serve as an economic driver for the state of Florida
- Increase jobs, products going to market, and revenue for the state of Florida
- Business and industry relying on universities to solve problems with modern solutions
- Recognized nationally for research productivity and increase research expenditures

The performance metrics also align with the UWF Accountability plan, specifically on increasing total research expenditures to $50M over the next five years and increasing total research expenditures from external sources to $30M over the next five years.

If expanded, what has been accomplished with current service/program

Through its Predictive Analytics and Modeling (PAM) Lab, $(IA)^2$ currently delivers data analytics services to various offices at UWF, with a focus on predictive modeling that helps identify and support at-risk students as early as possible. These services have played a significant role in improving UWF's retention and graduation rates. By extending $(IA)^2$'s services to the State University System (SUS) and the Florida College System, we can provide system-wide tools that support student success and help maintain the SUS's status as the top public university system in the nation.

We also propose expanding the Intelligent Systems and Robotics PhD program. Using LBR funds, we aim to increase program capacity from 25 to 35 students, strengthening our ability to meet growing workforce demands in AI and robotics. The historical growth of the ISR PhD program since 2019 to the current 25 students demonstrates the reasonable potential for further expansion to 35 students.

2. *Describe any projected impact on academic programs, student enrollments, and student services.*

The only projected impact is the increase in the number of students in the ISR program. With the addition of research scientists and a new PhD program, the impact on overall student enrollment and student services will be minimal.

II. Return on Investment: *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

The return on investment from this proposal is three-fold:

Enhanced Research Capacity and Economic Impact
$(IA)^2$ and WFIGPH will help attract renowned scientists and researchers to UWF. This, in turn, will increase federal, state, and industry-sponsored research funding to the Northwest Florida region.

A key performance metric is securing a minimum of $6 million in competitively awarded research grants or industry contracts aligned with the missions of $(IA)^2$ and WFIGPH. This will be accomplished in part by expanding existing partnerships such as UWF's partnership with IHMC. These funds will be spent locally, boosting the regional economy. As research funding grows, UWF will be able to hire additional scientists and researchers, generating a sustained cycle of innovation, investment, and regional economic development.

Improved Student Success and Workforce Readiness
Expanding the student success platform across the SUS has the potential to significantly boost retention and graduation rates systemwide. Specifically, the potential is to meet the system goals on metrics 4, 5, 9A, and 9B. At UWF, the PAM Lab's predictive modeling has played a critical role in driving these improvements. By identifying at-risk students early and enabling timely, targeted interventions, the PAM Lab has helped UWF increase student success outcomes measurably. For institutions with limited resources, this proven model offers a powerful, scalable solution. Ultimately, this approach will strengthen Florida's talent pipeline, delivering more highly skilled graduates into the workforce, particularly in high-demand sectors.

Workforce Development for Emerging Industries
The Intelligent Systems and Robotics (ISR) PhD program will continue to produce graduates with advanced expertise in data analysis, robotics, and human augmentation. The program has a proven success with 100% of ISR graduates employed in high-wage jobs in their field of expertise. In parallel, the proposed PhD program in Health and Human Performance Analytics will train students in cutting-edge AI and machine learning applications, along with biomedical

research. Together, these programs will prepare graduates with the critical skill sets required by the industries of the future.

Summary of ROI Benefits:

New external funding: This initiative attracts new research funding that would not otherwise flow into the region – without reducing or displacing existing state or local resources. The influx of external funding will enable UWF to create additional high-level research positions, including postdoctoral fellows, research scientists, and PhD roles, beyond those already proposed. This will directly expand the regional talent pool and strengthen the research workforce. Moreover, these funds will support upgrades to equipment and facilities, enhancing the capabilities of existing faculty and continue to increase the university's overall research capacity. This will also help to retain existing faculty.

Research expansion: LBR investment in $(IA)^2$ and WFIGPH will allow UWF to hire more researchers, who can then secure additional federal, state, industry, and foundation funding, increasing R&D activity in the region.

High-wage job creation: New positions such as research scientists, data analysts, and software engineers will be added to the local workforce.

Innovation and entrepreneurship: The institutes will drive the creation of intellectual property, technology transfer, and potential spin-off companies, serving as a hub for business development in high-growth sectors.

Defense-related innovation: Tailored computational model development will support advanced partnerships and collaborations in defense and national security.

III. Personnel: *Describe personnel hiring and retention plans, making sure to connect both plans to initiative(s) and goal(s) described in section I. State the amount of faculty FTE and staff FTE and estimated funding amounts used for retention and new hires in each category. In describing faculty hires, provide overall hiring goals, including academic area(s) of expertise and anticipated hiring level (e.g., assistant professor, associate professor, full professor). Please describe how funds used for faculty or staff retention will help the institution achieve its stated goals.*

We plan to make the hires outlined in the table below. All research scientist positions will be advertised at the associate or full professor level, as we aim to recruit individuals with a proven record of securing grants and who can bring existing or near-term grant funding with them. We are budgeting an average 9-month salary of $175,000 for these research faculty positions. Other roles, including data analysts, software engineers, postdoctoral researchers, ITS and research staff, and research assistants, will not have rank-specific hiring levels.

The hiring plan is designed to meet Performance Metric #3, with a net increase of 56 FTE positions by the beginning of Year 4 of LBR funding. The addition of these faculty and staff will position UWF to meet Metric #1 as well, the successful award of at least $6 million in competitively awarded research grants by the end of Year 5.

According to the table:

- Metric #3 (net new FTEs) will be achieved by Year 4.
- The first 10 PhD students, enrolled in Years 1 and 2, are part of the ISR program.
- The remaining PhD students, enrolled in Years 3 through 5, will be in the Health and Human Performance Analytics program, contributing toward meeting Metric #5 by Year 5.

This LBR is for recurring funding. By Year 4, the full request amount of $6.422 million will be fully utilized. The savings generated in Years 1 – 3 will be allocated toward critical needs such as startup packages, computing infrastructure, and other essential research equipment.

	Position	Year 1	Year 2	Year 3	Year 4	No.	Salary	Total (w/Benefits)
Institute for Analytics and Industry Advancement	Data Analyst	1	2			3	$90,000	$372,600
	Software Engineer	1	1			2	$90,000	$248,400
	Research Scientists		3	2	2	8	$175,000	$1,932,000
	Post Doctoral		1	2		3	$80,000	$331,200
Global and Health Population	Research Scientists		3	2	2	8	$175,000	$1,932,000
	Post Doctoral		1	2		3	$80,000	$331,200

PhD programs	Research Assistants (10 for ISR program and 15 for HHPA program)	5	5	8	7	25	$30,000	$806,250
UWF Staff	ITS and Research		2		2	4		$469,200
Total						56		$6,422,850

IV. Facilities

No Facilities expansion or construction.

(If this issue requires an expansion or construction of a facility, please complete the following table):

Facility Project Title	Fiscal Year	Amount Requested	Priority Number

Board of Trustees
Full Board Meeting
August 14, 2025

Institutional Neutrality Statement

Recommended Action:
Informational

Background Information:
Institutional Neutrality is the principle that colleges and universities should not take official positions on social or political issues unless those issues directly threaten the institution's core mission and its value of free inquiry. The Foundation for Individual Rights and Expression recommends that such discussions should be left to students and faculty (taken from FIRE's website). Many universities have adopted the University of Chicago's Kalven Committee Report or created similar statements. UWF is considering adopting its own statement on institutional neutrality.

Implementation Plan:
Discussion is scheduled for the August 14 meeting, with potential adoption of the statement at the following Board of Trustees meeting.

Fiscal Implications:
None

Relevant Authority:
BOG 1.001, University Board of Trustees Powers and Duties

Supports Strategic Direction(s):
Strategic Direction 7: Culture of Respect and Civility

Supporting Documents:
1. Institutional Neutrality Document

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Presenter:
Jaromy Kuhl, Senior Vice President and Provost

To help the Board of Trustees understand the concept and implications of adopting a position of neutrality, we have compiled several key resources. We have also provided an example statement for UWF.

For information concerning institutional neutrality (what it is, should we consider it, etc), please see the Foundation for Individual Rights and Expression (FIRE) fast facts at https://www.thefire.org/research-learn/fast-facts-adopting-institutional-neutrality.

For adopting a statement of institutional neutrality, please see FIRE's statement at https://www.thefire.org/defending-your-rights/reforming-college-policies/adopting-institutional-neutrality. You'll also find a link to a list of institutions with an official position of institutional neutrality.

One of the most influential and widely cited statements on institutional neutrality is the University of Chicago's Kalven Committee Report. You'll find the report here: https://provost.uchicago.edu/sites/default/files/documents/reports/KalvenRprt_0.pdf

An example of a statement of neutrality, specific to UWF, can be found below. It is only an example, and it draws upon some language used by the Kalven Committee report.

The mission of the University of West Florida requires institutional neutrality. Universities play a unique social and cultural role by cultivating, hosting, and teaching both established wisdom and leading thought. In this role, UWF facilitates freedom of academic inquiry and of expression on any subject, which may challenge prevailing social norms, public policies, and institutional practices; however, as an institution devoted to the intellectual pursuit and communication of truth, the university itself takes no official position on public controversies outside its regular activities so as not to undermine the freedom of thought and expression necessary for that endeavor.

Alongside this commitment to free expression and viewpoint diversity, UWF adheres strictly to the free speech and academic freedom requirements of the state and federal constitutions. UWF also reaffirms the right of individual faculty, staff, and students to engage in political discourse and social action as private citizens.

At UWF, dissent and critique belong to the individual faculty member or the individual student. While the university and its academic and administrative units are the settings in which these critiques can flourish, neither the university nor any of its component parts speaks with a single voice or requires one on public controversies. Our common academic purpose is to foster teaching, research, and expression in an environment of open dialogue, free inquiry, individual rights, individual prerogatives, and respect for each individual.

As a public university, UWF may advocate toward the public and toward government bodies and officials on issues related to its stated mission and the means to achieve that mission. Otherwise, only in rare cases, such as when a controversy

threatens the very mission of the university and its values of free inquiry, should the institution actively defend its interests and its values.